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ABSTRACT

This document contains eight learning modules for use in the preservice education of secondary school teachers. The modules use various techniques and resources in helping the teacher trainee attain the objectives outlined and include identification questions, essay questions, case histories, and readings. The topics covered are: (1) teacher rights and responsibilities; (2) the characteristics of effective teachers, teacher roles, codes of ethics; (3) teacher negligence; (4) local school and district organization and administration; (5) cooperating teacher responsibilities in competency-based teacher education; (6) national, state, and county organization of education and varied aspects of teacher licensing; (7) student teacher responsibilities in the classroom in competency-based teacher education; and (8) lesson planning. (MB)

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TEACHER CORPS

ED142508

ITEM NO. 1031-41
FOR INSPECTION ONLY

TEACHING AS A PROFESSION
and
PROCESS OF TEACHING: SECONDARY

Modules Developed By

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Professor of Secondary Education

Module Number	Module Title
TAP 001.01 (SDS)	Teacher Rights and Responsibilities
TAP 001.02 (SDS)	The Effective Professional Teacher
TAP 001.03 (SDS)	The Law of Negligence
TAP 002.01 (SDS)	Who's Boss?
TAP 002.02 (SDS)	Cooperating Teacher Responsibilities in Competency-Based Teacher Education
TAP 002.03 (SDS)	Who's in Charge Here?
PTS 001.01 (SDS)	Student Teacher Responsibilities in the Classroom in Competency-Based Teacher Education (Being Revised)
PTS 001.02 (SDS)	The Best Laid Plans

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TAB 001 01 (3DS)
EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
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Pre-Assessment

Module: Teacher Rights and Responsibilities

Part A. Each of the following topics involving teacher rights and responsibilities are derived from certain authority sources, i.e. U.S. Constitution, State Constitution, etc. Identify a minimum of **five** sources for eight of the topics (without error).

		Source
1.	Dress Codes	
2.	Free Books	
3.	Establishment of public education	
4.	Subject area or grade level to be taught	
5.	After School Duties	
6.	Desegregation	
7.	Teacher School Day	
8.	Attendance	
9.	Detention	
10.	Communism	

Part B. Each of the following topics involve certain teacher managerial rights and responsibilities. Identify **at least** five of the seven topics with an explanatory sentence (without error).

1. Attendance
   Explain:

2. Teacher School Day
   Explain

3. Duty-free lunch periods
   Explain:

4. Supervision out of class activities
   Explain:

5. Handling of monies
   Explain:

6. Physical examination
   Explain:

7. Supplementary texts or materials
   Explain:

Part C. The following statements and topics deal with teacher rights and responsibilities as they relate to students. **Correctly fill in the blanks for at least six out of eight statements (80% level of accuracy).**

1. _____ must be provided free to each student.
2. Students may not be charged for _____ or _____.
3. Teachers shall hold pupils to strict account for their _____ to and from school and _____.
4. In relation to student behavior _____ _____ is not prohibited by law in California.
5. "Released time" involves student _____ _____.
6. While the smoking of tobacco by students is prohibited by law, prohibition of smoking by teachers may be a part _____ _____.
7. The presence of an _____ _____ in a student shall cause his immediate exclusion from school.
8. Detention of students may be no longer than 1/2 hour and not at all if it interferes with (a) _____, (b) _____ or, (c) _____.

Part D. From the following list of seven teacher instructional rights and responsibilities, identify a minimum of five with an explanatory sentence (without error).

1. Required courses
   Explain:

2. Character education and moral supervision
   Explain:

3. Communism
   Explain:

4. Propaganda
   Explain:

5. Sectarianism
   Explain:

6. Subject area or grade level to be taught
   Explain:

7. Discrimination
   Explain:

Part E. The following topics deal with a number of generalized teacher rights and responsibilities. Match the topic on the left with the correct ones on the right (80% level of accuracy). Note: Items on right to be used only once.

1.	Acting as an agent	a( ) prohibited, no royalties or commissions from instructional materials
2.	Political freedom	b( ) prohibited, except by permission of the teacher
3.	Organizational freedom	c( ) permitted, same rights as any citizen
4.	Waiver of rights	d( ) no discrimination because of membership
5.	Strikes	e( ) cannot be abrogated
		f( ) working as a bartender
6.	Sanctions	g( ) permissable for just cause, no longer than one school day
7.	Physical examination	h( ) under "required reports"
8.	Grading and attendance	i( ) working in a "go-go" joint
9.	Suspension of student	j( ) "moon lighting"
10.	Listening devices	k( ) required of each teacher by law
		l( ) teacher or association may engage in
		m( ) illegal

Part F. Identify a minimum of three teacher rights or responsibilities in five out of seven of the cases that follow (without error).

Case # 1: Dress Regulations

Action by public school teacher to enjoin enforcement of reulation requiring teachers to wear neckties. The trial court dismissed the suit and the teacher appealed.

Plaintiff was charged with willful neglect of duty because he had refused to wear a necktie, contending that a regulation adopted by the school board after the start of the 1967-68 school year requiring teachers to do so was unreasonable, illegal and unconstitutional. As disciplincary action for failure to comply with the resolution, the board voted to suspend Blanchet for 30 days without pay, with his reinstatement to be conditioned upon an affirmative statement that he intended thereafter to comply with the necktie resolution. The ruling further provided for plaintiff's dismissal if he still refursed to comply after the 30-day period.

Some of the educational witnesses believed that the teacher's formality of dress enhanced the teacher's authority in the eyes of the students. Most of the leading citizens and professional men of the

Pre

communities of the area wear neckties as representing conventional attire for those in positions of leadership. The court held the regulation to be reasonable, having in mind the lack of power of a court to substitute its views for the school board's when there is a rational bases for the latter's discretionary determination.

In view of the more recent federal pronouncements, the constitutional issue is not free from doubt, but the court affirmed the necktie regulation as valid in not unreasonable restricting the personal liberty of the teacher to dress as he wishes. There is sufficient showing that the regulation may be of value in the administration of public education so that it is not an arbitrary or unreasonable restriction on personal freedom in light of the educational purposes served thereby.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 2: Unprofessional Conduct

A school district brought this proceeding against a teacher alleging unprofessional conduct. The trial court entered a judgment overruling the demurrer to the complaint and the teacher appealed.

The complaint specifically charged the defendant with distributing a pamphlet entitled "Time to Resist" which extolled the virtues of Communism, encouraged "those who were not afraid of lists" to organize and resist, revolt against authority, and choose prison over the draft and the "killing" in order to be free. At the same time the pamphlet held the United Nations Soldiers in Korea were murderers and that it was intended for those who "know the time has come to organize and resist." Further, they held the American way of life up to ridicule and lauded the achievements of Communist rule in North Korea.

Appellant conceded taking an oath to support the Constitution of the United States and of California.

In reply to appellant's arguments that the conduct described in the allegations does not warrant dismissal when the action takes place outside of the classroom, the court cited litigation where it was held that derogatory utterances concerning the school board made by a teacher outside of the classrooms constituted sufficient grounds for dismissal.

Teacher Rights and Responsibilities

1.

2.

3.

Pre

Case # 3: Locker Search

Action by a high school student seeking to reverse the trial court's decision holding the search of his locker was legal.

The vice-principal at Ponderosa High School in Placerville, upon being told by a student that she could purchase speed or methedrine pills at school, advised her to make the purchase. The purchase of three pills was made, the pills were delivered to the vice-principal and the seller identified as defendant herein, a student of the school who was 15 years of age. Thereupon the vice-principal searched defendant's book locker and found four half cigarettes made of marijuana and a plastic bag containing marijuana. The search was without warrant and without defendant's consent.

Defendant contends that prejudicial error was committed by the court in admitting into evidence the cigarettes and plastic bag which had been obtained by an unlawful search and seizure carried out by a school official upon appellant's locker, since the school official was in fact a government official within the meaning of the Fourth Amendment.

The court found the vice-principal not to be a government official within the meaning of the Fourth Amendment so as to bring into play its prohibition against unreasonable search and seizure. Such school official is one of the school authorities with an obligation to maintain discipline in the interest of a proper and orderly school operation, and the primary purpose of the school official's search was not to obtain convictions, but to secure evidence of student misconduct. That evidence of crime is uncovered and prosecution results therefrom should not of itself make the search and seizure unreasonable.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 4: Revocation of Credential

This is an appeal from a Superior Court judgment which denied appellant's petition for a writ of mandate against the State Board of Education compelling it to rescind its revocation of his general secondary teaching credential. The credential had been revoked because of the teacher's alleged homosexual conduct on a public beach.

The statute in question states:

> "The State Board of Education shall revoke, or suspend for immoral or unprofessional conduct....or for evident unfitness for service, life diplomas, documents, or credentials issued pursuant to this code."

Pre

The petitioner's conduct on the beach and his admissions that he has had a homosexual problem since he was 20 years old and that the last time he had sexual relations with a man was approximately three weeks earlier, clearly constituted evident unfitness for service in the public school system within the meaning of the above mentioned statute.

The trial court concluded as a matter of law that the appellant had committed a "homosexual act involving moral turpitude" which constituted both immoral and unprofessional conduct within the meaning of existing enactments, and that appellant had been afforded full and complete due process of law at all stages of the administrative proceedings.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 5: Revocation of Credential

Petition for a writ of mandamus to review a determination of the State Board of Education revoking petitioner's general secondary life diploma and his diploma to teach exceptional children. The Superior Court entered a judgment denying writ and petitioner appealed.

Petitioner and another adult male engaged in a noncriminal physical relationship which he described as being of a homosexual nature. No evidence was presented that petitioner had ever committed any act of misconduct whatsoever while teaching. Section 13202 of the Education Code authorizes revocation of life diplomas for "immoral conduct," "unprofessional conduct," and acts involving "moral turpitude."

Courts have consistently related these terms to the issue of whether, when applied to the performance of the employee on the job, the employee had disqualified himself. In the instant case the terms denote immoral or unprofessional conduct or moral turpitude of the teacher which denotes unfitness to teach.

The State Board of Education failed to show that petitioner's conduct in any manner affected his performance as a teacher. It also found that there was no evidence that petitioner's conduct had become so notorious as to impair his ability to command the respect and confidence of students and fellow teachers. The Court specifically indicated that if the State Board of Education believed that petitioner is unfit to teach, it can reopen its inquiry into the circumstances surrounding his past conduct.

Teacher Rights and Responsibilities

1.

2.

3.

Pre

Case # 6: Tenure

The school board appealed from the lower court decision holding that the teacher had acquired tenure.

The teacher had been given four consecutive one year contracts with the first contract beginning on November 19, 1962. Each of the contracts contained a provision for notice prior to termination of employment by either party. On November 15, 1965, during the period covered by the fourth contract, the school board gave the teacher the required 60 day notice of termination along with two months' salary. The teacher would have been eligible for tenure on November 20, 1965. She refused to accept the notice of termination or the check, maintaining she had tenure.

In reversing the opinion, the Supreme Court held that the teacher's contract was properly cancelled when the notice of cancellation was given, but even if the contract did not become legally terminated until 60 days after the notice, the notice itself barred tenure. The teacher had been properly dismissed.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 7: Tenure

A teacher asked the court to issue an order directing the school board to issue him a continuing contract of employment. He had first been employed by the school district for a period of three years, beginning with the 1956-57 school year. Each year thereafter he was employed on a limited contract until his dismissal on April 13, 1962.

Until October 17, 1961, the tenure law provided that upon the recommendation of the school superintendent that a teacher eligible for a continuing service status who was re-employed, a continuing contract shall be entered into between the school board and the teacher, unless the board rejects the superintendent's recommendation by a three-fourths vote of its membership. By judicial decision this provision had been interpreted to require the superintendent's recommendation. This requirement was eliminated October 17, 1961.

The review court held that the teacher was not entitled to a continuing contract. Although the teacher was properly certified, there was no evidence in the record that he was recommended for re-employment by the county superintendent, and without this recommendation he was not entitled to a continuing contract. The court held further that the 1961 amendment eliminating the necessity of the superintendent's recommendation did not apply retroactively.

Teacher Rights and Responsibilities

1.

2.

3.

Pre

Area: The Profession of Teaching

Topic: Authority Sources and the New Teacher

Module # 1: Teacher Rights and Responsibilities

Goal: To provide prospective teachers with information and nomenclature concerning teacher rights and responsibilities and to apply this knowledge as it relates to authority sources and court cases in a variety of school situations.

Contents of Module:

1. Prospectus
2. Specific objectives
3. Learning alternatives
4. Student self-assessment
5. Court cases
6. Module check list
7. Evaluation form

Students should purchase:

1. Module package
2. Paperback - Teaching in California, Bass and Wolpert

   Pamphlet - Teachers' Guide to School Law w/ supplement, California Teachers Association, 1971

Prepared by:

Hayden R. Smith
1973

Area: The Profession of Teaching

Topic: Authority Sources and the New Teacher

Module: Teacher Rights and Responsibilities

I. Pre-requisites: None

II. Estimated time: Three to five hours

III. Goal: To provide prospective teachers with information and nomenclature concerning teacher rights and responsibilities and to apply this knowledge as it relates to authority sources and court cases in a variety of school situations.

IV. Prospectus: When one is interested in a certain field of endeavour a limited amount of information may provide enough insight to the individual as to whether or not he should pursue that interest. However, when a choice of career is made it is imperative that the individual possess exact knowledge of the ramifications of that choice and specific information concerning the rights and responsibilities thereof. Without this knowledge, the individual may choose a career for which he is unsuited or unhappy with. Moreover, while certain knowledge is necessary to make an intelligent choice, it is also an essential ingredient for successful performance.

This is the goal of this module: to provide such information concerning the rights and responsibilities of the teacher that will enable the prospective teacher to decide whether or not he is making the right choice. Further, after making the choice to become a teacher the individual must be fully aware of the responsibilities of that choice in order that he may perform effectively.

A teacher is a professional who contracts directly with a school board to furnish stipulated services. Their rights and responsibilities are based upon a contract whose legality is drawn from a number of authority sources. Peripheral duties such as supervising, chaperoning, etc. may be a part of district, or individual school policy which the teacher agrees to upon signing a contract. However, in no way can local policy abrogate the rights of teachers established by law. If doubt exists as to a beginning teacher's rights or responsibilities she should consult a local authority source (principal, teacher's association, etc.). The rights and responsibilities discussed in this module refer only to teaching in California.

Teachers' rights and responsibilities may be divided into four areas: (1) those regarding students; (2) those which are administrative; (3) those which are instructional, and (4) those of a generalized nature. Indirectly related to the above is the legal liability of teachers. This will be covered in module TAP 001.03 (SDS).

The material increase in litigation relative to pupil personnel administration is approximated by the volume of cases affecting certificated employees. A further comparison reveals the similarity to be other than numerical. In both instances, mounting court decisions are directly attributable to alleged violations of constitutional guarantees protected by the Bill of Rights. Abrogations of the "equal protection" clause and "freedom of expression" are asserted by teachers in such matters pertaining to demonstrations, wearing of armbands, distribution of literature and loyalty oaths.

Recently a new dimension has emerged, namely, the employer-employee relations. It is well established that teachers are not public officers but employees. As public employees they enjoy privileges not commonly shared by the ordinary citizen. However, in certain circumstances, teachers find themselves restricted in the exercise of rights possessed by persons employed in private industry. By virtue of their status as public employees, such personal and political freedoms are subject to control by statutory provisions, especially those contained in the Education Code.

In recent years and with surprising frequency, the entire area of collective bargaining by public employees, including the right to strike, has been subjected to judicial review. Assertion of the right to strike by teachers, a right universally practiced by private organizations in our society, has resulted in court denial and deprivation. There are a number of factual differences between employment in the public and private sectors which furnish reasonable justification for the different treatment in considering the right to strike. There is no denial of equal protection of the laws if the differentiation made rests on some rational consideration and is not palpably arbitrary.

Recently the differences which have characterized public and private employment practices have narrowed somewhat. Undoubtedly additional similarities will be manifested, but in the process of attaining parity considerable litigation will ensue.

A teacher's contract of employment is governed by ordinary principles of contract law subject to exceptions made by the legislature. However, differences do exist between contracts of school employees and those of non-governmental employees. Since teachers are public employees, the legislature is empowered to prescribe the terms of the contract to be executed by local school authorities. School boards may invoke only that discretion which is permissible by statute.

The courts are not uniform in their interpretation of tenure laws. Some jurisdictions hold that such laws should be liberally construed in favor of teachers who are the primary

beneficiaries thereof. While these statutes should be construed in harmony with the object of attaining stability, certainty, and permanency of teacher employment, consideration must be given to the fundamental public policy of obtaining a better education for children. Other courts hold that tenure statues should be interpreted strictly in favor of the persons sought to be subjected to their operation, namely, the school boards, on the ground that such laws create new liabilities for the school boards.

V. Pre-assessment: Take pre-assessment "The Rights and Responsibilities of Teachers." This is a two part competency assessment and upon successful completion thereof the student may opt out of further activities for this module. Also, if the student can successfully complete a part of the preassessment he may opt out of activities for that section with permission from the instructor.

VI. Module Objectives: Given a series of readings, case studies, presentations by resource people, field trips, and discussions involving the topics of authority sources and rights and responsibilities identified as general, student, instructional, and managerial the student will be able to:

A. From a series of ten topics which deal with teacher rights and responsibilities, indicate a minimum of five different authority sources from which the topic is derived at an 80% level of accuracy, e.g. Dress code - local district.

B. From a list of seven teacher managerial rights and responsibilities, identify at least five, without error, with an explanatory sentence regarding the regulation, e.g. Duty-free lunch period. Explain.

C. From a series of statements which relate to teacher responsibility to students, fill in the missing key word(s) which relate to that responsibility at an 80% level of accuracy, e.g. _____ disease in a student shall cause his exclusion from school.

D. From a list of seven topics which deal with the general area of teacher rights and responsibilities, identify five with an explanatory sentence (without error), e.g. Physical examinations. Explain.

E. From a series of statements and topics which deal with the general area of teacher rights and responsibilities match, without error, the correct statement with the correct topic, e.g. Statement "cannot be abrogated" - Topic: "Waiver of rights."

F. Identify a minimum of three teacher rights or responsibilities for five of the court cases which follow, without error (see enclosure). Note: the enclosure and tape contain a total of fourteen cases and the student should read, or listen to a minimum of seven. Some of the cases may deal with the student's particular subject area and he is urged to read them.

VII. Instructional Alternatives:

A. The following activies support Objective A. Read:

1. Teaching in California, Bass and Wolpert, pp. 117-118.
2. Teachers' Guide to School Law w/1972 Supplement, 1971, California Teachers Association, p. 1
3. Design own instructional activity if desired.

B. The following activities support Objective B. Read:

1. Teaching in California, Bass and Wolpert, pp. 121-123.
2. Teachers' Guide to School Law w/1972 Supplement, 1971, California Teachers Association, pp. 29-30.
3. Design own instructional activity if desired.

C. The following activities support Objective C. Read:

1. Teaching in California, Bass and Wolpert, pp. 119-121.
2. Teachers' Guide to School Law w/1972 Supplement, 1971, California Teachers Association, p. 33.
3. Design own instructional activity if desired.

D. The following activities support Objective D. Read:

1. Teaching in California, Bass and Wolpert, pp. 123-126.
2. Teachers' Guide to School Law w/ 1972 Supplement, 1971, California Teachers Association, pp. 30-32.
3. Design own instructional activity if desired.

E. The following activities support Objective E. Read:

1. Teaching in California, Bass and Wolpert, pp. 127-130.
2. Teachers' Guide to School Law w/1972 Supplement, 1971, California Teachers Association, pp. 29-37.

F. The following activities support Objective F. Read:

1. Prospectus and Court Cases (see enclosure)
2. Teaching in California, Bass and Wolpert, 117-130.
3. Listen: Audio-tape: The Teacher and the Law (five cases).

G. Other activities

For Objectives A through E

1. Read: California's Commitment to Public Education, Stone, Crowe Publ. Co., pp. 115-144.

2. Visit: County or district offices, schools, Teachers' Association, Individualized Learning Center, Curriculum Library - S.D.S.U. (obtain materials and Faculty Handbook as to local regulations).

3. Interview: Teachers, principal's, district personnel, Teacher Association officers.

For Objective F

1. Visit: Local Bar Association, Teachers' Association

2. Interview: Lawyers, law students, district legal officer.

3. Discuss: Arrange for rap sessions on court cases with peers and instructor (latter is required).

VIII. Module Check List:

Check off items as you proceed through module (consult instructor when necessary).

IX. Student self-assessment:

Complete self-assessment and check answer sheet. Decide whether or not you are ready for post-assessment to complete module.

X. Post Assessment:

Obtain from I.L.C., complete, and arrange for instructor conference.

XI. Remediation:

In the event the student fails all, or part of, the post-assessment he must arrange for an immediate conference with his instructor to devise a remedial plan.

XII. Module Evaluation Form:

Upon successful completion of module, fill out and hand in to I.L.C. and check out module as completed.

TAP 001.01 (SDS)

Student Module Check List

Student name _____	Date(s)	Instr's OK
Pre-Assessment:		
(To meet criteria, pre-assessment must be evaluated by instructor - see module outline.)	_____	_____
Learning Alternatives:		
Objective A Read: Teaching in California Teachers' Guide to School Law	_____	
Objective B Read: Teaching in California Teachers' Guide to School Law	_____	
Objective C Read: Teaching in California Teachers' Guide to School Law	_____	
Objective D Read: Teaching in California Teachers' Guide to School Law	_____	
Objective E Read: Teaching in California Teachers' Guide to School Law	_____	
Objective F Read: Prospectus and Court Cases Teaching in California	_____	
Listen: Audio-tape, The Teacher and the Law	_____	
Other: Objectives A through E Read: California's Commitment to Public Education, Stone	_____	
Visit: County or District offices, schools, Teachers Association, Individualized Learning Center, S.O.S.U. Curriculum Library	_____	
Interview: Teachers, principals, district personnel, Teacher Association officers	_____	
Objective F Visit: Local Bar Association, Teachers' Association	_____	
Interview: Lawyers, law students, distttict legal officers	_____	
Discuss: Arrange for rap sessions on court cases with peers and instructor	_____	

	Date(s)	Instr's OK
Self-Assessment:	_____	_____
Post-Assessment:		
Complete Assessment	_____	_____
Mandatory Conference with Instr.	_____	_____
Remediation:		
State below the plan worked out if criteria on post-assessment was not met	_____	_____

Self - Assessment

Module # 1 - Teacher Rights and Responsibilities

Goal: To provide prospective teachers with information and nomenclature concerning teacher rights and responsibilities and to apply this knowledge as it relates to authority sources and court cases in a variety of school situations.

Part I. Authority Sources

A. Identify a minimum of five authority sources, without error by matching them with the statements below, i.e., State's Rights and Education - U.S. Constitution.

Statement	Authority Source
1. Dress codes	
2. Religion in the classroom	
3. Segregation	
4. Establishment of public education	
5. Minimum salaries	
6. Duty-free lunch periods	
7. Corporal punishment	
8. After-school duties	
9. Free books	
10. Use of tobacco	
11. Sabbaticals	
12. Political freedom	
13. Salary increments	
14. Strikes	
15. Personal liability	

Part II. General

A. Identify in sentence form, without error, five out of seven of the following topics as they relate to teacher rights and responsibilities:

1. Physical Examinations

2. Right to a Hearing

3. Acting as an Agent

4. Political Freedom

5. Waiver of Professional Rights

6. Organizational Freedom

7. Strikes and Sanctions

Part III. Fill in the blanks of the following statements which relate to teacher responsibility to students at an 80% level of accuracy.

1. _____ disease in a student shall cause his exclusion from school.
2. Use of _____ by students is prohibited by law.
3. No teacher may release to the public _____ _____ concerning a student.
4. _____ _____ may be administered to a student but should be used judiciously.
5. _____ of a student by other students is forbidden by law.
6. A student may be permitted _____ _____ for religious instruction.
7. _____ of students is legal for not more than one hour, not during lunch or recess, and not if it interferes with regular bus transportation.
8. Except for laboratories or shops, _____ may not be levied upon students for instructional materials.

Part IV. Instructional and managerial tasks

A. Identify in sentence form, without error, five out of seven of the following teacher managerial rights and responsibilities.

1. After school duties

2. Taking attendance

3. Teacher school day

4. Soliciting funds

5. Lunch period

6. Required reports

7. Handling student body monies

8. Identify, without error and in sentence form, six out of eight of the following topics which relate to the instructional rights and responsibilities of teachers.

1. Required courses

2. Subject fields or grade level to be taught

3. Propaganda

4. Communism

5. District Board Regulations

6. Character instruction and moral conditions

7. Sectarianism

8. Discrimination

Answer Sheet - Student Self Assessment

Module # 1 - Teachers Rights and Responsibilities

Part I. A. Authority Sources

	Statement	Authority Source
1.	Dress codes	Local school or district
2.	Religion in the classroom	U. S. Constitution State Constitution Court cases
3.	Segregation	U. S. Constitution Court cases
4.	Establishment of public education	State Constitution
5.	Minimum salaries	Education Code
6.	Corporal punishment	Education Code Local school or district
7.	Duty-free lunch periods	Education Code
8.	After-school Duties	Local school or district
9.	Free books	Education Code
10.	Use of tobacco	Education Code
11.	Sabbaticals	Local school or district
12.	Salary increments	Local school or district
13.	Tenure	Education Code
14.	Strikes	Education Code
15.	Personal liability	Education Code

Part II. A. General

1. Physical Examinations - required of all teachers
2. Right to a hearing - in event of dismissal
3. Acting as an agent - teacher may no act as an agent for books or supplies
4. Political freedom - Teacher cannot influence students politically. However, teacher is not denied any of the rights accorded citizens.
5. Waiver of professional rights - a teacher may not contract to give up any right guaranteed by law
6. Organizational freedom - a teacher may not be descriminated against for membership in a teacher's organization
7. Strikes and sanctions - strikes are prohibited by law, however teacher or organization may engage in sanctions against a district

Part III. A. Students

1. <u>infectious</u>
2. <u>tobacco</u>, <u>drugs</u>
3. <u>confidential information</u>
4. <u>corporal punishment</u>
5. <u>hazing</u>
6. <u>released time</u>
7. <u>detention</u>
9. <u>fees</u>

Part IV. A. Managerial

1. After school duties - part of local regulation stipulated in teacher contract
2. Attendance - required by law
3. Teacher school day - a minimum of ½ hour before school begins and ½ hour after school closes
4. Soliciting funds - prohibited by law
5. Lunch period - must be ½ hour duty free
6. Required reports - includes attendance and others and is mandated by law
7. Handling student body funds - permissable but must be exercised with caution

B. Instructional

1. Required courses - U.S. and California Constitution and U.S. History
2. Subject field or grade level limited by law according to credential
3. Propaganda - law prohibits dissemination of
4. Communism - teaching of Communism prohibited by law
5. District Board Regulations - usually spelled out in teacher hand-book with which teacher must conform
6. Character instruction and moral condition - teacher must attempt to instruct especially in areas of citizenship and character building and supervise morality within school
7. Sectarianism - denominational or sectarian doctrine prohibited in schools
8. Discrimination - prohibited as to race, color, or creed

Post-Assessment

Module: Teacher Rights and Responsibilities

Part A. Each of the following topics involving teacher rights and responsibilities are derived from certain authority sources, i.e. U.S. Constitution, State Constitution, etc. Identify a minimum of five sources for eight of the topics (without error).

		Source
1.	Dress Codes	
2.	Free Books	
3.	Establishment of public education	
4.	Subject area or grade level to be taught	
5.	After School Duties	
6.	Desegregation	
7.	Teacher School Day	
8.	Attendance	
9.	Detention	
10.	Communism	

Part B. Each of the following topics involve certain teacher managerial rights and responsibilities. Identify, at least five of the seven topics with an explanatory sentence (without error).

1. Attendance
   Explain:

2. Teacher School Day
   Explain:

3. Duty-free lunch periods
   Explain:

4. Supervision out of class activities
   Explain:

5. Handling of monies
   Explain:

6. Physical examination
   Explain:

7. Supplementary texts or materials
   Explain:

Part C. The following statements and topics deal with teacher rights and responsibilities as they relate to students. **Correctly fill in the blanks for at least six out of eight statements (80% level of accuracy).**

1. _____ must be provided free to each student.
2. Students may not be charged for _____ or _____.
3. Teachers shall hold pupils to strict account for their _____ to and from school and _____.
4. In relation to student behavior _____ _____ is not prohibited by law in California.
5. "Released time" involves student _____ _____.
6. While the smoking of tobacco by students is prohibited by law, prohibition of smoking by teachers may be a part _____ _____.
7. The presence of an _____ _____ in a student shall cause his immediate exclusion from school.
8. Detention of students may be no longer than 1/2 hour and not at all if it interferes with (a) _____, (b) _____ or, (c) _____.

Part D. From the following list of seven teacher instructional rights and responsibilities, identify a minimum of five with an explanatory sentence (without error).

1. Required courses
   Explain:

2. Character education and moral supervision
   Explain:

3. Communism
   Explain:

4. Propaganda
   Explain:

Post

5. Sectarianism
Explain:

6. Subject area or grade level to be taught
Explain:

7. Discrimination
Explain:

Part E. The following topics deal with a number of generalized teacher rights and responsibilities. Match the topic on the left with the correct ones on the right (80% level of accuracy). Note: Items on right to be used only once.

1.	Acting as an agent	a( )	prohibited, no royalties or commissions from instructional materials
2.	Political freedom	b( )	prohibited, except by permission of the teacher
3.	Organizational freedom	c( )	permitted, same rights as any citizen
4.	Waiver of rights	d( )	no discrimination because of membership
5.	Strikes	e( )	cannot be agrogated
6.	Sanctions	f( )	working as a bartender
7.	Physical examination	g( )	permissable for just cause, no longer than one school day
8.	Grading and attendance	h( )	under "required reports"
9.	Suspension of student	i( )	working in a "go-go" joint
10.	Listening devices	j( )	"moon lighting"
		k( )	required of each teacher by law
		l( )	teacher or assoc. may engage in
		m( )	illegal

Part F. Identify a minimum of three teacher rights or reponsibilities in five out of seven of the cases that follow (without error).

Case # 1: Salary Schedule

An appeal by a teacher to compel a school district to advance teacher on the salary schedule and pay additional compensation for past years.

Post

The salary policy of the school district provides for annual increments on condition that the employee perform his professional obligations for a minimum of 75 percent of the school year. Exceptions to this requirement is made for certificated employees who are granted military or sabbatical leave. Appellant was not on duty 75 percent of the school year, because he was on sick leave.

Appellant's theory seems to be that if a certificated employee avails himself of his sick leave rights under statute, he is penalized by the district's salary policy. The court saw no logic in this argument. Appelant was entitled to sick leave benefits and he received them. He was denied the increase simply because he did not gain the experience which the school district's policy required. If the legislature had intended to make such increments mandatory, doubtless it would have said so.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 2: Probationary Teacher

The trial court entered judgment against a school board attempting to dismiss a probationary teacher at the end of her third year. The court ordered the board to reinstate the teacher and pay attorney's fees of $1500 plus filing and service fees. From this judgment, the school board appealed.

Cause for the dismissal was the board's finding that the teacher had shown lack of proper self-control in the presence of pupils and in disciplining them, lack of courtesy in contacts with co-workers, and poor judgment in handling pupil problems. Evidence introduced included semi-annual evaluation reports of the work of this teacher by the principals, which displayed need for improvement in classroom procedure, emotional stability, and in her relationship with pupils, parents, other teachers, and administrators.

In reversing the lower court's judgment, the appellate court held that the findings of the school board were supported by substantial evidence. Further, the teacher's lack of self-restraint and tact in dealing with co-workers, pupils, and parents, was clearly a matter relating to the welfare of the school and its pupils, and, therefore, whether dismissal for cause on these grounds was warranted was solely a matter for the board to determine. Consequently, the trial court could not substitute its own judgment for that of the board in determining the sufficiency of the cause of the teacher's dismissal.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 3: Assignment and Transfer

An appeal from mandamus action requiring the school district to set aside the transfer of a teacher to a similar position at another high school and to reassign him to his former position. From a judgment in favor of the teacher the defendant district appealed.

The teacher was a permanent employee of the district and for the past five years had taught at Castlemont High School. Regardless of the assorted reasons for selecting this teacher to be transferred, the transfer had become an accomplished fact by the end of June, 1964, without regard for the school board rules governing transfers.

The teacher had not been afforded the opportunity of a conference with the various school administrators named in the board's transfer policy.

The court of appeal refused to substitute its judgment for that of the administrators as to what serves the best interest of the school.

The judgment goes no further than to set aside the transfer. It does not limit future action of the appellant board so long as it conforms with its own adopted policies and procedures.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 4: Corporal Punishment

Defendant teacher was convicted of violating a city ordinance prohibiting fighting for which he was fined $10 and he appealed.

The occasion was at a night high school football game. The defendant was charged with the duty of keeping the crowd away from the fence between the stands and the playing field. He proceeded to strike a 15 year old boy several times which brought on the charge. He defends on the ground that he was only enforcing discipline and that as a teacher he had the right to use corporal punishment.

Six persons testified that the defendant struck the plaintiff at least one blow with his fist which caused a red mark on the side of the plaintiff's face.

The teacher has the right to inflict corporal punishment in the process of enforcing discipline. He may not wantonly or maliciously inflict corporal punishment and may be guilty of a battery if he does so. Is a teacher ever justified in striking the face of a pupil with the fist?

Under the circumstances there was presented a question of fact to be resolved by the trier of the facts who would have to consider the credibility of various witnesses. It is not within the province of the court to ovdrride the trier of fact in these respects based on the reading of the transcript.

Post

Teacher Rights and Responsibilities

1.

2.

3.

Case # 5: Residence

This is an appeal from the judgment granted for damages to the plaintiff for breach of his teacher's contract. The defendant alleged that prior to the execution of the written contract, the plaintiff was informed of a provision in the School Policies which required that all teachers reside in Velva, North Dakota, that these policies would be a part of any contract entered into between the parties, and that the plaintiff agreed to this particular provision before signing the contract. It was further contended that the plaintiff committed a breach of contract by moving his residence from the city of Velva to the city of Minot during the term of the contract.

In the instant case, the court did not believe that the school district has sustained the burden of proving that the plaintiff teacher knew of the residence rule at the time of execution of the contract. Had the district intended that its "Philosophy and School Policies" constitute binding rules, it would have been a simple matter for the district to have incorporated the same, either by a reference or otherwise, in its contract and to have provided that a violation of any of said rules would constitute grounds for discharge of the teacher and termination of the teacher's contract.

The court concluded that where a public school district failed to incorporate, by reference or otherwise, in a teacher's contract rules adopted by the district for the operation of its schools, which rules included a requirement that a teacher reside in a certain city in the district, the district was not justified in discharging said teacher and termination of the contract did not constitute a good affirmative defense to an action by said teacher for breach of contract by the said district.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 6: Religion in the Schools

The trustees of the Creed Unified School District were alarmed at the increase in truancy and juvenile delinquency among children, whereupon the board ordered the superintendent, Dr. Lotta Faith, to submit recommendations relative to a program intended to bolster spiritual and moral values.

Following weeks of meetings and study with interested community groups, the following recommendations were submitted to the school board for approval:

Post

1. Religious denominations are encouraged to distribute sectarian literature on campus.
2. Bibles are to be placed in each classroom and children encouraged to read therefrom.
3. Students are encouraged to join school bible clubs sponsored by faculty members. Weekly meetings were planned on Fridays immediately following the lunch period.
4. Religious instruction is to be provided for interested students not to exceed four days per month.
5. A "nonsectarian prayer" to be composed by representatives of the various community denominations is to be read, without comment, in the school auditorium. Attendance is voluntary.

Teacher Rights and Responsibilities

1.

2.

3.

Case # 7: Case of May Hem

May Hem, instructor in girls' physical education at the Riot Union High School, was charged with the responsibility of enforcing the district's policy requiring girls to be appropriately dressed for physical education. Two girls, Bee and Gay, plotted revenge against Miss Hem for attempted enforcement of the rule.

Initially they wrote annonymous notes depicting her as a "dictator and a homosexual." Some notes were slipped under the door of Miss Hem's office, while others were turned in by girls who found them in the gymnasium. These notes had little effect so the girls resorted to writing messages threatening Miss Hem with bodily harm as well as damage to her car and house. Miss Hem was visibly disturbed. She became irritable, nervous, suffered weight loss and eventually was placed under a doctor's care.

One night the two girls forced their way into the girls' gymnasium and set fire to the room containing the athletic equipment. Coincidentally, Miss Hem who returned to the office that night to pick up her bowling equipment, observed the girls writing invectives (personal to her) on the walls. Also the girls set fire to Miss Hem's office. She grabbed the girls and held them captive for a few minutes until Gay struck the teacher with a softball bat which enabled the girls to escape. During the flight from the gymnasium, Bee tripped over some carelessly stored boxes.

The fire caused damage to the building amounting to $25,000. Also Miss Hem lost personal items such as equipment and clothes amounting to $1,200.

Post

Case # 7 cont.

Teacher Rights and Responsibilities

1.

2.

3.

Post

EMPORIA KANSAS STATE COLLEGE
TAP 001.182 (SOS) PS
RESOURCE CENTER
ITEM NO. 1035
FOR INSPECTION ONLY

PRE-ASSESSMENT

Module: The Effective Professional Teacher

Goal: To provide prospective teachers with information concerning teaching as a career, the characteristics of effective teachers, teacher roles, professional organizations and the code of ethics and to apply this knowledge as it relates to the student's own self-analysis of his/her potential for being an effective professional teacher.

A. Prepare a written list of ten reasons for choosing the teaching profession, designate a minimum of eight which are either extrinsic or intrinsic reasons, and explain each designation with a sentence, without error.

B. List several qualities some effective teachers you have known have possessed alongwith some negative qualities of poor teachers and identify those qualities with typical statements students make about their teachers (minimum 3 positive qualities, 3 negative qualities, and 3 statements for each, without error).

C. Identify the following statements, or topics, which deal with effective professional roles. Use these designations: CT (classroom teacher); PC (professional colleague); CM (community member); and EE (employee-employer). Criterion: 18 Of 20, without error.

1. contract _____
2. association _____
3. Rotary club _____
4. faculty lounge _____
5. lesson plans _____
6. school board _____
7. chalkboard _____
8. Chamber of Commerce _____
9. tenure _____
10. credential _____
11. salary _____
12. ordering films _____
13. team teaching _____
14. United Fund _____
15. Little League _____
16. P.T.A. _____
17. diagnosing _____
18. bulletin board _____
19. study hall duty _____
20. Code of Ethics _____

D. Write a short essay describing a minimum of five characteristics of a profession, relate these characteristics to the teaching profession, and make a comparison between the National Education Association and the American Ferderation of Teachers. Criterion: instructor, judgment.

E. Identify the following words or statements which deal directly with a professional code of ethics. Use the designation CE. Criterion: 14 of 25, without error.

1. private interest _____
2. high standards _____
3. service to mankind _____
4. no discrimination _____
5. vow _____
6. voluntary _____
7. price fixing _____
8. Watergate _____
9. amateur _____
10. standards of competency _____
11. expert testimony _____
12. oath _____
13. manual desterity _____
14. faith _____
15. paid by the hour _____
16. public interest _____
17. over-time pay _____
18. individual responsibility _____
19. specializaed body of knowledge _____
20. not a legal document _____
21. authoritarian _____
22. honor _____
23. consensus _____
24. research and experimentation _____
25. shop steward _____

F. In the ten situations which follow, identify, with an explanatory sentence, the ethical or non-ethical behavior involved by using the four designated principles (I, II, III, IV) as found in the N.E.A. Code of Ethics. Criterion: 8 of 10, without error.

Situation #1: Teacher "M" hates blacks and publicly and in class says so.

Code Principle _____

Explain:

Situation #2: Teacher "X" gives private tutoring lessons to her students for remuneration.

Code Principle: _____

Explain:

Situation #3: Teacher "Y" in an interview with a reporter purposely misrepresents certain individuals in the school and school policy.

Code Principle: _____

Explain:

Situation #4: Teacher "A" refuses to hand-out to her classes some racist literature which has been prepared by a prominent member of the community.

Code Principle: _____

Explain:

Situation #5: Teacher "D," who also drives the school bus, refuses to obey the principal's request to pick up three more students than there are seats for.

Code Principle: _____

Explain:

Situation #6: As a gesture of appreciation, the parents of a student offer teacher "B" an expensive Stereo Set.

Code Principle: _____

Explain:

Situation #7: Teacher "C," in applying for a new position, purposely represents her qualifications for the new position.

Code Principle: _____

Explain:

Situation #8: Teacher "R" refuses the principals' request to teach a class in a subject she has no background for.

Code Principle: _____

Explain:

Situation #9: Teacher "S" reveals to several teachers some questionable rumors students have told her concerning another teacher.

Code Principle: _____

Explain:

Situation #10: Teacher "U" dislikes teacher "T" and goes out of her way to tell the principal what a poor teacher Miss T is.

Code Principle: _____

Explain:

Area: The Profession of Teaching

Topics: Choosing a Profession, Effective Teacher Characteristics, Teacher Roles, Professional Organizations, Code of Ethics

Module #2: The Effective Professional Teacher

Goal: To provide prospective teachers with information concerning choosing teaching as a career, the characteristics of effective teachers, teacher roles, professional organizations and the code of ethics and to apply this knowledge as it relates to the student's own self-analysis of his/her potential for being an effective professional teacher.

Contents of Module:

1. Prospectus
2. Specific objectives
3. Learning alternatives
4. Module Check List
5. Enclosures 1 through 6
6. Module Evaluation Form

Students should purchase:

1. Module package
2. Paperback - Teaching in California, Bass & Wolpert
3. Pamphlet - How Students Rate Their Schools and Teachers, Gordon A. Sabine

Prepared by:
Hayden R. Smith
1973

Area: The Profession of Teaching

Topics: Choosing a Profession, Effective Teacher Characteristics, Teacher Roles, Professional Organizations, Code of Ethics

Module Title: The Effective Professional Teacher

I. Pre-requisites: None (This module may precede TAP 001.01.)

II. Estimated time: Six - eight hours.

III. Goal: To provide prospective teachers with information concerning choosing teaching as a career, the characteristics of effective teachers, teacher roles, professional organizations, and the code of ethics and to apply this knowledge as it relates to the student's own self-analysis of his/her potential for being an effective professional teacher.

IV. Prospectus: (Read the prospectus which follows on pp. 8-12 before beginning the learning alternatives.)

V. Pre-assessment: Take pre-assessment "The Effective Professional Teacher." This is a five part assessment and upon successful completion the student may opt out of further activities for this module. Also, if students successfully complete a part (meet the objectives) they may opt out of activities for that section with permission of the instructor.

VI. Instructional Objectives: Upon successful completion of this module the student, given a series of class presentations, readings, films, tapes, situations, simulations, discussions with peers and instructor, presentations and interviews with resource persons, the student will be able to:

A. Prepare a written list of ten reasons for choosing the teaching profession, designate a minimum of eight which are either extrinsic or intrinsic reasons, and explain each designation with a sentence, without error, e.g. helping others - intrinsic, to find a husband - extrinsic.

B. List several qualities of some of your effective teachers alongwith several negative qualities of your poor teachers and identify those qualities with typical statements students make about their teachers. Criterion: Three positive and three negative qualities plus statements for each without error.

C. From a list of twenty statements which deal with effective teacher professional roles, correctly identify the role involved using these designations: CT= classroom teacher; PC= professional colleague; EE= employee-employer; CM= community member (criterion 18 of 20). Example: Preparing a new curriculum with another teacher - PC.

D. Write a short essay describing a minimum of five characteristics of a profession, relate these characteristics to the teaching profession, and make a comparison between the National Education Association and the American Federation of Teachers (criterion: teacher judgment).

E. From a list of twenty-five words or statements, correctly identify a minimum of fourteen which deal directly with a professional code of ethics. Use the designation CE, e.g. "vow" - CE, "service to mankind" - CE, "overtime pay" - not CE (criterion 14 of 25 without error).

F. From a series of ten situations which deal with teacher ethical, or non-ethical behavior, identify with an explanatory sentence, the principle involved as found in the N.E.A. Code of Ethics (criterion: 8 of 10 without error).

VII. Instructional Alternatives

A. The following activities support Objective A.

Read: (3 of 4)

1. Chandler, B.J. "Who Should Teach?" Education and the Teacher, New York: Dodd, Mead & Co., 1961. Chap. 7, pp. 159-184.
2. Van Til, William "Is Teaching For You?" Education: A Beginning, Boston: Houghton Mifflin Co., 1971. Chap. 23, pp. 544-560.
3. Johanson, John H., et al, "Becoming a Teacher." American Education, The Task and the Teacher, Dubuque: Wm. C. Brown Co., 1971, Chap. 12, pp. 297-306.
4. "What Makes Teachers Burn?" NEA Journal, 5- (May) 1966, pp. 13-15. (Also in Beckner and Dumas, Readings in Secondary Education, pp. 365-369.)

Complete:

Self-analysis check lists (see enclosures and discuss with peers and instructor. (#'s 1, 2)

Interview:

Conduct an informal interview with two or more teachers concerning their views on choosing teaching as a career.

Design own activity, if desired.

B. The following activities support Objective B:

Read: (4 of 6)

1. Gage, N.L. "Desirable Behaviors of Teachers." Studying Teaching, Edited by Raths, James, Pancella, John R., Van Ness, James S. Englewood Cliffs, N.J.: Prentice-Hall, 1971, Chap. 1, pp. 10-16.

2. Rogers, Carl "Personal Thoughts on Teaching and Learning." Studying Teaching, Edited by Raths, James, et al, Englewood Cliffs, N.J.: Prentice-Hall, 1971, Chap. 1, pp. 17-20.

3. Hughes, Marie, and Associates. "The Model of Good Teaching." Studying Teaching, Edited by Raths, James, et al, Englewood Cliffs, N.J.: Prentice-Hall, 1971, Chap. 1, pp. 21-24.

4. Johanson, H., et al. "The Importance of Teaching." American Education, The Task and the Teacher. Dubuque: Wm. C. Brown Co., 1971, Chap. 10, pp. 235-245.

5. Combs, Arthur W. "The Personal Approach to Teaching." Readings in Secondary Education: A Foundations Approach. Edited by Beckner, Weldon and Dumas, Wayne. Scranton: International Textbook Co., 1968, No. 65, pp. 334-344.

6. Sabins, Gordon. How Students Rate Their Schools and Teachers, National Association of Secondary School Principals. (Pamph.)

Interview:

Conduct an informal interview with two or more teachers concerning their views on the characteristics of an effective teacher.

Simulate:

With a group of peers, prepare and present a short drama entitled: "The Comedy of Errors." (See enclosure #3 of the same title.)

Design your own activity, if desired.

C. The following activities support Objective C:

Read: (3 of 5)

1. Chandler, B.J. "The Work of the Teacher." Education and the Teacher, N. Y.: Dodd, Mead & Co., 1961, Chap. 9, pp. 211-233.

2. Van Til, William. "What Is Expected of American Teachers?" Education: A Beginning. Boston: Houghton Mifflin Co., 1971, pp. 218-239.

3. Nolte, M. Chester. "Teacher's Image, Conduct Important." American School Board Journal, July, 1967. (Also in: Secondary Schools Today: Readings for Educators, F.R. Smith & R.B. McQuigg, Editors. Boston: Houghton Mifflin Co., 1969 2nd Edition, pp. 298-303.)

4. Stone, James C. & Schneider, Frederick. "The Teacher's Roles." Foundations of Education, Vol. I., 2nd Edition, New York: Thomas Crowell Co., 1971, pp. 98-108.

5. Havighurst, R. J. & Neugarten, B. L. "The Social Roles of the Teacher." Society and Education, Boston: Allyn and Bacon, 1967, 3rd Edition. pp. 431-452.

Attend:

Attend a local school board meeting and analyze the agenda and discussions as they relate to teacher roles - report in class.

Interview:

A local school principal or an officer of the local teachers' association and obtain their views as to what teacher roles should be.

Simulate:

With a group of peers, prepare and present a series of situations involving teacher role conflicts. Example: The high school basketball star is in your class and will receive a grade of "F". The coach comes to you and says "you'd better pass him, or else!" What do you do? The principal comes to you and says to you "Your grades are much too high, you must give more "D's" and "F's", or else!" What do you do?

Design own activity, if desired.

D. The following activities support Objective D:

Read: (4 of 7)

1. Enclosure "The Profession" (#4)

2. Bass, Ted et al. Teaching in California. San Francisco: Chandler Publishing Co. 1968, pp. 131-132, 107-116.

3. Van Til, William. "What Organizations Do Teachers Join?" Education: A Beginning, Boston: Houghton Mifflin Co., 1971. pp. 102-125.

4. Chandler, B.J. "The Teacher as a Member of a Profession." Education and the Teacher. New York: Dodd, Mead & Co. 1961. pp. 234-241, 249-264.

5. Woodring, Paul. "Teaching as a Profession," Introduction to American Education, New York: Harcourt Brace Co., 1965, pp. 93-96.

6. Batchelder, Richard D. "Unionism vs. Professionalism in Education." Current Professional Issues, Washington: National Education Association, 1965. pp. 6-8.

7. Barbash, Jack. "Union Philosophy and the Professional." The American Teacher (December, 1957).

Note: The Woodring, Batchelder, and Barbash references can be found in: Beckner, Weldon & Dumas, Wayne. Readings in Secondary Education, Scranton: International Textbook Co., 1968. pp. 345-358.

Arrange:

With the instructor, arrange for a class presentation by an officer of the S.D.T.A. and the S.D.F.T. to discuss their organizations.

Interview:

Two or more local teachers who are members of either the C.T.A. or A.F.T. to obtain their viewpoints on the respective organizations.

Design own activity, if desired.

E. The following activities support Objective E:

Read: (2 of 3)

1. Enclosure "The Code of Ethics of the Profession." (#5)

2. Van Til, William. Education: A Beginning. Boston: Houghton Mifflin Co., 1971, pp. 116-125.

3. Chandler, B.J. Education and the Teacher. New York: Dodd, Mead & Co., 1961, pp. 241-249.

View:

Filmstrip: "Professional Commitment - a confrontation with integrity (Educational Filmstrips, 70 frs.).

Design own activity, if desired.

F. The following activities support Objective F:

Read: (same references as for Objective E)

View: (same filmstrip as for Objective E)

Simulate:

Prepare and present in class with several peers, three or more situations which involve teachers and the Code of Ethics and discuss.

Complete:

After reading the enclosure (#6) "Sample Cases Involving the Code of Ethics" write out the answers to the questions and discuss them with your peers.

Design own activity, if desired.

VIII. Module Check List:

Check off items as you proceed through module (consult instructor when necessary).

IX. Post-Assessment:

Obtain from I.S.C., complete, and arrange for instructor conference.

X. Remediation:

In the event the student fails all, or a part of, the post-assessment, he must arrange for an immediate conference with his instructor to devise a remedial plan.

XI. Module Evaluation Form:

Upon successful completion of the module, fill out and hand in to I.S.C. (alongwith Module Check List) and check out module as completed.

PROSPECTUS

Why Choose Teaching?

There is an interesting film entitled "Who Will Teach Your Child?" (Canadian Film Board, 30 mins., b&w) While this film is now over twenty-five years old, it presents some beautiful insights as to why you should, or should not choose teaching as a career. If you change the question around to "Who should teach your child?" and ask it of a parent, the answer is obvious: "Only the best should teach!" It behooves the student as a future teacher, parent, and member of a profession to be the best!

Because of the over-supply of teachers, mediocre individuals are no longer employable. If, in your own judgment (and this is difficult to determine) you are an average individual - teaching is not for you!

There are numerous and varied reasons why some individuals choose teaching as a career. You have heard some of them:

"Long vacations"
"Good place to find a spouse"
"Security"
"Good hours"
"I don't know what else to do"
"Good pay"

Wrong - wrong - wrong! If these are your basic reasons for becoming a teacher you are on the wrong track and teaching is not for you. These are superficial reasons and while they may supplement the reasons for becoming a teacher they add little to the statement "Only the best should teach!"

How about these reasons?

"I really like to work with people."
"I like kids and they seem to like me."
"My major skill is in woodworking, I'd like to share this skill with others."
"I would like to be a 'self-actualizing' person and I think teaching would help."
"There is so much wrong in the world maybe through teaching I can help with some of the problems."

For convenience the first set of statements may be called "extrinsic" reasons (extrinsic - external, superficial, not belonging to the real nature of a thing, not inherent). The second set of statements may be called "intrinsic" reasons (intrinsic - belonging to the real nature of a thing and not dependent upon external circumstances). Your motivation for choosing this profession ought to be intrinsic -

> Because teaching beckons to those with the brightest minds, the finest personalities, and the soundest moral and spiritual commitments. It holds before them a life packed with excitement and satisfaction. It appeals to them to make the mature choice to put service to humanity above self.[1]

While the economic and security motive may dominate your thinking about teaching (after all this is a plastic, materialistic world), your reasons ought to run a little deeper. In looking at basic human drives we may find some real reasons for wanting to teach:

1. The need for self-realization.
2. The need for satisfactory interpersonal relations (essential to happiness).
3. The need for self-respect and esteem.
4. Personal satisfaction derived from successful performance.
5. The need for sound mental health.

These all can be found in teaching but do you have what it takes?

As a general rule, successful teachers possess certain intellectual and personal qualities. Among these are: a broad cultural background, including sound scholarship, good work habits, skill in oral and written language, and adeptness in the solution of intellectual and social problems; a high level of general intelligence as represented by above-average scores on mental capacity tests as compared to other college students; intense specialization in the subjects taught; knowledge of the structure and processes of education, including learning, child development, and the organization and purposes of schools; knowledge of the techniques of instruction and functional skill in teaching; and an over-all synthesis of personal traits that reflect a mature, well-adjusted, wholesome, well-balanced person. In addition, successful teachers enjoy good health, both physical and mental; they enjoy working with young people and have highly developed commitments to social responsibilities.

Those who choose to teach usually have similar interest patterns. Typically, they go into the profession because of their desire to work with people, their interest in a subject field and desire to continue its study, and their commitment to values that place service to humanity ahead of personal goals.

Those who are considering teaching as a career should subject themselves to extensive self-analysis to verify the validity of such a choice. This process may well begin with an identification and appraisal of individual systems of values which give life its direction.

1Lindley J. Stiles, "The Best Should Teach," Wisconsin Journal of Education, Vol. 90, No. 8 (March 1958), p. 7.

Objective aids are available to supplement and complement the process of self-analysis. Medical examinations, speech tests, vocational interest inventories, and various other standardized evaluation instruments are available which can be valuable aids when administered and interpreted by professionally competent people.

Finally, after a person has carefully analyzed himself and collected objective evidence with regard to his suitability for the teaching profession, he may seek the counsel of parents, friends, teachers, and guidance specialists. Assistance of this type can be of inestimable value to the individual who is trying to validate his decision to become a teacher.

The Characteristics of the Effective Teacher

Three essential qualities are necessary for successful teaching:

1. Intellectual and Scholastic Qualities
   (There is a positive correlation between scholarship, knowledge, and successful teaching).
2. Personal Qualities
   (These are difficult to assess because each individual is unique. Of effective teachers students have said:
   "He liked to teach"
   "He was interested in his subject"
   "He knew how to teach"
   "He was always interested in students"
   "He was an individual with an interesting personality" and don't forget humor, honesty, consistency, enthusiasm, and the like - "the good teacher is a good person").
3. Interest patterns

   A person who has selected teaching as a career, or is considering it, should identify his own interest patterns with insight, candor, and accuracy. He should be fully cognizant of the fact that the worthiness of the motives underlying the choice of teaching are vital in determining his success or failure in the profession. After an individual has carefully and honestly identified his own interest patterns, he should check them against those of others who have prepared to teach.

   People choose teaching largely on the basis of their interests. "I love history - I want to teach it!" "I love Latin - I want to teach it!" and so on. While interest in a particular subject, may motivate you toward teaching it is no guarantee of success - you've got to love kids and care about them! What happens when a kid says: "I hate Latin!"

   Latin is a dead language,
   It's as dead as it can be,
   It killed the ancient Romans,
   And now it's killing me!

   Teaching is more than subject matter.

We can sum up the characteristics of the effective teacher as one who:

1. Is above aberage in intelligence.
2. Is above average student.
3. Likes people.
4. Communicates well.
5. Enjoys good health.
6. Likes to study and is intellectually curious.
7. Is socially and emotionally mature.
8. Believes in the worth of teaching.
9. Likes to associate with young people.
10. Can work with people.

How do you stack up?

The paradox that the prospective teacher faces is that there is no definitive evidence which guarantees that certain desirable personality characteristics and effective teaching go hand in hand. We know, intuitively, that a teacher should be a friendly, warm, sensitive human being who cares. However, how do you reconcile this statement?

> "She was the worst teacher I ever had, but I sure learned a lot!"

Could it be that the whole teacher personality kick for effective teachers is on the wrong track? It could be that the effective teacher is merely one who makes herself accountable for student academic and social progress and can back up her accountability with objective evidence utilizing the principles of mastery learning and competency-based techniques?

Teacher Roles

"You say you are a teacher"
"Yup"
"What do you do?"
"I teach!"
"What do you mean, you teach?"
"I - er, uh, hmm ----."

Obviously, if you are a teacher, you teach. But, what does it mean to teach? Carl Rogers has said that no one can teach anyone anything! What he is saying in effect is if true learning is to take place the learner must teach himself - no one can learn for him. Of course, others can help him learn - and that is where the teacher comes in.

There are literally hundreds of definitions of what teaching is. Perhaps this will suffice:

> "The teacher is a communicator, a facilitator, one who makes possible the conditions whereby learning takes place."

A common misconception is that teaching is merely the act of presiding over a group of thirty or more youngsters in a four-walled enclosure, (pencil-box cell) telling 'em what they gotta learn, make 'em learn it, and keepin 'em in their place (for relief, passes to the rest room are permissable). This is not teaching, it is "keeping school" and is as obsolete as the horse and buggy (ecology may bring that back too!). Unfortunately, this is what is in many classrooms, and not what should be!

The effective teacher must play a number of roles and "keeping school" is not one of them (role - a pattern of behavior expected of an individual). These roles are inter-related and to be successful as a professional, the teacher ought to operate effectively in each of these roles. Some roles as leader, others as follower, Just what are they?

1. First, and foremost is the role of the classroom teacher. In other words - teacher-student relationships. The primary task of the school is to educate and the real business of the school begins only when the teacher closes his door and goes to work. Everything else is of secondary nature. However, and this is unfortunate, other things may take precedence and even infringe upon the classroom role of the teacher. There may be school systems where the janitor is as powerful as the principal. In the classroom role the teacher serves as the mediator of knowledge; he transmits knowledge, directs and guides the learning process He serves as a disciplinarian, a parent substitute, a judge, a confidante, and a model of a sensitive, human being.

2. Another role which the teacher must fill is that of a professional colleague. This involves the area of ethics, teacher-teacher relationships, and professional organizations.

3. Another role is the employee-employer or teacher-administrator role. This role has many ramifications but your effectiveness in this role is determined not only by you but by the nature or ability of the administrator and the school board. This is not a management-labor relationship but a cooperative professional relationship.

4. The last role with which you will become involve with is that of a member of the community with a special status and skills which can make you a valuable member of the community. This involves not only teacher-parent relationships, and the P.T.A., but other community organizations as well.

These are the roles which you will be asked to play when you enter the profession of teaching. Your success and your happiness will depend a great deal upon how well you play these roles.

Two other areas need further discussion: The Organization of Teaching as a Profession; The Code of Ethics. See enclosures PR and CE included with this module. (#'s 3, 4)

QUALITIES FOR TEACHERS

Item	Excellent	Good	Average	Fair
A. Personal qualities				
1. Intelligence				
2. Emotional stability				
3. Resourcefulness				
4. Courtesy and refinement				
5. Reliability				
6. Common sense				
7. Tact				
8. Fairness				
9. Co-operativeness				
10. Personality				
11. Buoyancy				
12. Sincerity, naturalness				
13. Teaching aptitude				
14. Drive				
15. Idealism				
16. Courage				
17. Ability to enjoy				
18. Initiative and self-reliance				
19. Considerateness				
20. Leadership ability				
B. Knowledge				
1. Broad academic background				
2. Historical knowledge				
3. Scientific knowledge				
4. Literary knowledge				
5. Geographical knowledge				
6. Technological knowledge				
7. Aesthetic knowledge and appreciation				
8. English language				
9. Teaching major				
10. Teaching minor(s)				
C. Professional preparation				
1. Interest in professional courses				
2. Success in professional courses				
3. Teaching skill				
4. Quality of professional preparation				
5. Balance in professional courses				
6. Attitude toward education				

Item	Excellent	Good	Average	Fair
D. Life experiences				
1. Success in working with young people				
2. Enjoyment of working with young people				
3. Reading for breadth				
4. Consideration given to various occupations				
5. Travel				
6. Success in working with classmates				
7. Leadership achievements				
8. Enjoy people				
E. Health				
1. Health habits				
2. General health				
3. Health knowledge				
4. Health program				
F. Social concepts and practices				
1. Character				
2. Appreciation of human welfare problems				
3. Citizenship activities				
4. Social conscience				
5. Integrity				
6. Understanding and appreciation of people				
G. Educational philosophy				
1. Comprehensiveness of				
2. Thought devoted to				
3. Usefulness				
4. Dynamic qualities				

Too many "excellents" - your bragging!

Balance between "excellents" and "goods" - you might make it!

Many "average" and "fair" - you'll never make it!

Encl. #1

TAP 001.02 (SDS)

MODULE CHECK LIST

Name	Date(s)	Instructor's Okay
Pre-assessment (To meet criteria; preassessment must be evaluated by instructor - see module outline)		
Learning Alternatives:		
Objective A		
Read (3 of 4)		
1. Chandler, pp. 159-184		
2. Van Til, pp. 544-560		
3. Johanson, et al, pp. 297-306		
4. NEA Journal 5/66, pp. 13-15		
Complete Self-analysis and conference	X	
Interview Teachers - in progress	X	
Own Activity (Explain)		
Objective B		
Read (4 of 6)		
1. Gage, pp. 10-16 (In Raths, Studying Teaching)		
2. Rogers, pp. 17-20 (In Raths, Studying Teaching)		
3. Hughes, pp. 21-24 (In Raths, Studying Teaching)		
4. Johanson, et al, pp. 235-245		
5. Combs, pp. 334-344 (In Beckner and Dumas, Reading in Secondary Education)		
6. Sabine, all		
Interview Teachers		
~~Simulate With peers~~		
Own Activity (Explain)		
Objective C		
Read (3 of 5)		
1. Chandler, pp. 211-233		
2. Van Til, pp. 218-239		
3. Nolte, 5 pages		
4. Stone, pp. 98-108		
5. Havighurst, pp. 431-452		

TAP 001.02 (SDS)

	Date(s)	Instructor's Okay
~~Attend~~ Check newspaper ~~Board Meeting~~		
Interview Principal, Association officer	✓	
Simulate Role conflicts	X	
Objective D		
Read (4 of 7)		
1. Enclosure #4		
2. Bass, pp. 107-116		
3. Van Til, pp. 102-104		
4. Chandler, pp. 234-241, 249-264		
5. Woodring, pp. 93-96		
6. Batchelder, pp. 6-8		
7. Barbash, (3 pages)		
Arrange Presentations by resource people	X	
Interview Teachers	X	
Own Activity (Explain)	X	
Objective E		
Read (2 of 3)		
1. Enclosure #5		
2. Van Til, pp. 116-125		
3. Chandler, pp. 241-249		
View Filmstrip		
Own Activity (Explain)	X	
Objective F		
Read Same as E		
View Same as E		
Simulate With peers	X	
Complete Questions, Enclosure #6		
Post-Assessment:		
Complete assessment		
Mandatory conference with instructor		

Remediation:

State below the plan worked out with instructor if criteria on post-assessment was not met.

Plan_____

Module Evaluation Form

1. Module Name _____

   Module No. _____

2. Objective(s): Was it clearly stated? _____ Is it a vital point of the general objective for the module? _____ for the component?

   _____

General comment on Objective (s) _____

_____

_____

Pre-assessment: Was it clear? _____ Did it reflect for you, a reasonable opportunity to find out how much you still might have to know in order to attain the objective? _____ Comment _____

_____

Learning Activities: Were the directions clear? _____
Were there adequate and varied alternatives appropriate for attaining the objective? _____

Comment _____

_____

If you designed your own learning activity for the achievement of the objective, describe it briefly.

_____
_____
_____

Post-assessment: Was it clear? _____ Did it reflect, for you, a reasonable opportunity to demonstrate your competency in the objecitve? _____
Comment _____

_____

If you designed your own post-assessment, briefly describe it. _____

_____

_____

General comments on the module: _____

_____

POST-ASSESSMENT

Module: The Effective Professional Teacher

Goal: To provide prospective teachers with information concerning teaching as a career, the characteristics of effective teachers, teacher roles, professional organizations and the code of ethics and to apply this knowledge as it relates to the student's own self-analysis of his/her potential for being an effective professional teacher.

A. Prepare a written list of ten reasons for choosing the teaching profession, designate a minimum of eight which are either extrinsic or intrinsic reasons, and explain each designation with a sentence, without error.

B. List several qualities some effective teachers you have known have possessed alongwith some negative qualities of poor teachers and identify those qualities with typical statements students make about their teachers (minimum 3 positive qualities, 3 negative qualities, and 3 statements for each, without error).

C. Identify the following statements, or topics, which deal with effective professional roles. Use these designations: CT (classroom teacher); PC (professional colleague); CM (community member); and EE (employee-employer). Criterion: 18 of 20, without error.

1. Code of Ethics _____
2. Parents Advisory Council _____
3. Superintendent _____
4. Pop Warner _____
5. Resource Teacher _____
6. Language Laboratory _____
7. Salary _____
8. A.S.B. _____
9. hurdle credit _____
10. unit planning _____
11. tenure _____
12. Heart Fund _____
13. testing _____
14. lunch hour duty _____
15. library materials _____
16. C.T.A. _____
17. Boy's Club _____
18. retirement fund _____
19. license _____
20. Anti-Defamation League _____

D. Write a short essay describing a minimum of five characteristics of a profession, relate these characteristics to the teaching profession, and make a comparison between the National Education Association and the American Federation of Teachers. Criterion: instructor, judgment.

5. Identify the following words or statements which deal directly with a professional code of ethics. Use the designation CE. Criterion: 14 of 25, without error.

_____ 1. standards of competency
_____ 2. profit motive
_____ 3. no discrimination
_____ 4. pledge
_____ 5. willingly adhere to
_____ 6. do unto others
_____ 7. layman
_____ 8. equality of opportunity
_____ 9. service first
_____ 10. Watergate
_____ 11. P.I.P.E. (Plumbing, Industry, Progress and Education)
_____ 12. apprentice
_____ 13. expert witness
_____ 14. oath
_____ 15. manual skills
_____ 16. I believe
_____ 17. hourly scale
_____ 18. public servant
_____ 19. individual responsibility
_____ 20. accountability
_____ 21. journeyman
_____ 22. specialized body of knowledge
_____ 23. data gathering and experimentation
_____ 24. over-time pay
_____ 25. paid by the task

F. In the ten situations which follow, identify, with an explanatory sentence, the ethical or non-ethical behavior involved by using the four designated principles (I, II, III, IV) as found in the N.E.A. Code of Ethics. Criterion: 8 of 10, without error.

Situation #1: Teacher "A" has a friend in the office who allows her to look over other teachers grades which she does each semester.

Code Principle _____

Explain:

Situation #2: Teacher "B" is always bragging in the faculty lounge about his great navy career and that teaching is a second choice.

Code Principle _____

Explain:

Situation #3: Teacher "C" says: "Chicanos are all alike, you can't tell them apart!"

Code Principle _____

Explain:

Situation #4: Teacher "D" moonlights as an Encyclopedia salesman and calls on all of the parents of his students.

Code Principle _____

Explain:

Situation #5: Teacher "E" boasts that he has never once talked to a parent or visited a parent's home.

Code Principle _____

Explain:

Situation #6: Teacher "F" is both a Little League and Pop Warner coach.

Code Principle _____

Explain:

Situation #7: When asked to a conference with the principal concerning classroom procedures, Teacher "G" berates the principal and refuses to conference.

Code Principle _____

Explain:

Situation #8: Teacher "H" refuses to have any supervisory personnel visit his classroom.

Code Principle _____

Explain:

Situation #9: A unit on sex education is mandated by district regulations. Teacher "I" outright refuses to teach the unit.

Code Principle _____

Explain:

Situation #10: Teacher "J" has a weekend party at his house where minors are present and beer is served.

Code Principle _____

Explain:

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 1036
FOR INSPECTION ONLY

Pre-Assessment

The Law of Negligence

Goal: To provide pre-service teachers with information and nomenclature concerning teacher legal negligence and to apply this knowledge in interpreting negligence, or non-negligence, in a variety of school situations.

Part A - Match the following legal terms with the correct statements listed below with at least an 80% level of accuracy. Note: several statements may apply to the same term or not at all.

1. Standard of care
2. Licensee (field trips)
3. Test of foreseeability
4. Contributory negligence
5. Pure accident
6. Breach of duty

( ) Proper instruction
( ) Disregard of predictable consequences
( ) Host company which receives no benefit
( ) Elements of cause for action
( ) Host company which receives some benefit
( ) Substitute parent
( ) No negligence
( ) Conduct on part of injured
( ) Adequate supervision

Part B - Write a legal definition of the term "negligence" similar to that in the NEA Pamphlet "Who is Liable for Pupil Injuries?" (Without error)

Part C - In the following situations in which accidents occurred, identify in four of the five cases a minimum of two statements from Part A (above) which directly relate to the incident (without error).

1. A teacher who is asigned noon playground duty asks another teacher to take over for him while he has a smoke in the faculty lounge. During his absence, a student falls off a wall and breaks a leg. On what basis would the first teacher be considered "negligent?" The second teacher?

   1.

   2.

   3.

   4.

2. In an industrial arts class, under the supervision of the teacher, two students build a toy cannon which uses a small explosive charge. The students take the cannon home and apparently overload the cannon with an explosive charge. In the ensuing explosion, both students are seriously injured. On what basis might the classroom teacher be negligent? The students?

   1.

   2.

   3.

   4.

3. A student was directed by a teacher to water a plant located on a high window ledge. The student used a chair to stand on while watering the plant with water poured from a glass milk bottle. The student fell off the chair, broke the bottle and sustained serious injuries to her wrist. On what basis might a judgment

of negligence be rendered against the teacher?
What standard of care did the teacher violate?

1.

2.

4. The plaintiff, a student in the Medford Vocational School, a public school, was injured while operating a band saw by his knee coming in contact with the cutting edge of the saw, which could be found, projected at the time of the accident about an eighth of an incr sidewise from the rim of the unguarded lower whell under the "table." The saw ran over the rubber face of the rim of this wheel. There was evidence that the saw was three eigths of an inch wide and that the machine was so constructed that the flow of the saw over the rim of the center of the face of the rim and project over the edge. The defendant was a teacher in the school, but the actual woodworking was taught by a Mr. Roberts. The defendant taught English, Science, Mathematics, Mechanical Drawing and Hygiene, which were "related" to the cabinet-making course, and the defendant's school room was known as the "related" room.

1.

2.

5. During an absence of the teacher from the room, one student threw a pencil into the air which accidently struck another student in the eye. The pencil pierced the eyeball and eventually resulted in complete loss of vision in the one eye.

1.

2.

Area: The Profession of Teaching

Topic: Legal Aspects of Teaching

Module Title: The Law of Negligence

Goal: To provide prospective teachers with information and nomenclature concerning teacher legal negligence and to apply this knowledge in interpreting negligence, or non-negligence, in a variety of school situations.

Contents of Module Package:

1. Prospectus
2. Specific objectives
3. Learning alternatives
4. Court cases

Student should purchase:

1. Module package
2. Pamphlet - Teachers Legal Guide, California Teachers Association.
3. Pamphlet - Who is Liable for Pupil Injuries?

Students should arrange for:

1. Listening to tape "Teacher Liability"
2. Conferences with instructor

TAP 001.03 (SDS)

Note to students:

The pamphlet Teachers Legal Guide, California Teachers Association has been revised and is now entitled: Teachers Guide to School Law. 1971 w/ 1972 Supplement. The page references in the module have been changed as follows:

Teachers Legal Guide		Teachers' Guide to School Law
pages 46-48	to	pages 36-37

Prepared by:

Hayden H. Smith
1973

Area: The Profession of Teaching

Topic: Legal Aspects of Teaching

Module Title: The Law of Negligence

I. Pre-requisites: Completion of Modules (TAP 001.01, TAP 001.02)

II. Estimated time: Three hours

III. Goal: To provide prospective teachers with information and nomenclature concerning teacher legal negligence and to apply this knowledge in interpreting negligence, or non-negligence, in a variety of school situations.

IV. Prospectus: This module is part of the area THE PROFESSION OF TEACHING and is contained in the topic "Legal Aspects of Teaching." It deals with a specific legal concept - The Law of Negligence. As with the modules "Teacher Rights and Responsibilities," an understanding of this concept is imperative for the beginning teacher in order to avoid negligent behavior, ensuing law suits, and possible loss of employment.

Prospective teachers should realize the necessity for extreme caution to avoid accidents to pupils. On many occasions teachers have had to defend themselves against charges of negligence. If the teacher is found to be negligent in a court of law, he is legally responsible for damages (thus the need for teacher personal liability insurance). However, if the teacher can justify his behavior and successfully defend himself against the allegation that his negligence caused the injury, no liability exists. The courts have established three basic standards of care relative to teacher behavior: (1) adequate supervision; (2) proper instruction; and (3) maintenance of machinery and equipment in a safe operating condition.

V. Pre-assessment: Take pre-assessment "The Law of Negligence." This is a three-part assessment and upon successful completion students may opt out of further activities for this module. Also, if students successfully complete a part, they may opt out of activities for that section with permission from the instructor.

VI. Instructional Objectives: Upon successful completion of this module, the student, given a series of readings, films, tapes, case studies, discussions with peers and instructor, and presentations by resource people, will be able to:

A. Match the following legal terms with the correct statements listed below with at least an 80% level of accuracy. Note: several statements may apply to the same term, or not at all.

1. Standard of care
2. Licensee (field trips)
3. Test of foreseeability
4. Contributory negligence
5. Pure accident
6. Breach of duty

( ) Proper instruction
( ) Disregard of predictable consequences
( ) Host company which receives no benefit
( ) Substitute parent
( ) No negligence
( ) Conduct on part of injured
( ) Adequate supervision

B. Write a legal definition of the term "negligence" similar to the one in the N.E.A. Research pamphlet "Who is Liable for Pupil Injuries?" Criterion: Instructor's judgment..

C. Identify a minimum of two statements or terms (from objective "A" above) which directly apply to the following court cases. (See enclosure, do 4 of 5 cases.- without error.)

VII. Instructional Alternatives:

A. The following activities support Objective A.

Read: "Who is Liable for Pupil Injuries?" (N.E.A. Research Division Pamphlet) Chap. 1, Law of Negligence, pp. 9-16.

"Teachers Legal Guide," Section B, Liability of Teachers for Negligence and for Borderline Acts, pp. 46-48, California Teachers Association, Pamphlet.

Listen: Tape, "Legal Liability of Teachers for School Accidents" 30 mins. Note: After listening to tape, student should be able to discuss en loco parentis, invitee and licensee on field trips, legality of parental permission slips, and the five suggestions relating to corporal punishment.

Design own instructional activity.

B. The following activity support Objective B.

"Who is Liable for Pupil Injuries?" (N.E.A. Research Division Pamphlet) Chap. 1, Law of Negligence, pp. 9-16.

Design own instructional activity.

C. The following activities support Objective C.

Read - The following five court cases (see enclosure).

Discuss - Discuss cases with peers. Discuss cases with instructor (required).

Design own instructional activity.

D. Other (optional)
The following activities support objectives A. B. and C.

1. Interview school principals, district personnel, local lawyers, etc.

2. Visit School District Offices (obtain materials and Faculty Handbook as related to local regulations and teachers rights and responsibilities, Local Bar Association, local Teachers Associations (Teacher Legal Services and Insurance). Note: Some of these materials may be available in the Individualized Learning Center or University Library.

VII. Remediation:

If student fails post-assessment he should:

A. Consult with instructor - devise plan.

B. Review the learning alternatives for the objective(s) he has failed to meet criteria.

C. Retake all (or part) of post-assessment.

D. Consult with instructor.

A. CHEMISTRY CLASSROOM *

In a high school chemistry class students were required to perform an experiment in the manufacture of gunpowder. Although, the teacher was in the room while the experiment was being performed, and instructions in the laboratory manual were supplemented by directions from the instructor, several students were injured in an explosion which resulted from failure to follow directions. Both the district and the teacher were sued by the parents of one of the injured students.

The plaintiff, Elge Mastrangelo, was a boy of good intelligence, 16 years of age, and in the junior class when the accident occurred. He was a member of the chemistry class and had just commenced his laboratory work with other students under the supervision of Mr. Williams, the chemistry teacher. In the laboratory, under the supervision of the chemistry teacher, on Oct. 27, 1930 (the student had twice before performed the experiment) Elge was attempting to repeat the same experiment. Instead of pulverizing the ingredients upon separate sheets as directed by the textbook, they were mixed together and ground in an iron mortar by means of a pestle. Instead of using potassium nitrate as directed by the textbook, either by mistake or otherwise, potassium chlorate was substituted. Both of these ingredients were kept in similar separate boxes on the shelf directly in front of the bench where the students were performing the experiment. While the plaintiff was mixing the ingredients, an explosion occurred which blew off his left hand and seriously injured his right hand. His right eye was completely destroyed and his left eye injured. He is now scarcely able to read or see.

Suit for damages for personal injuries sustained as a result of alleged negligence in failing to properly instruct or supervise the performance of highly dangerous experiments on the part of students was commenced.

It was established that the plaintiff provided the laboratory manual for instruction which was supplemented by instructions by the teacher. It was also established that the teacher stood directly behind the plaintiff as he prepared and mixed the ingredients - that he may, or may not have, observed the selection of ingredients, and that he was aware that this was the gunpowder experiment.

It was further established that the ingredients were in separate containers, similar in appearance, which could result in wrong selection.

Questions:

1. Were there grounds for utilizing the principle of contributory negligence in this case? Explain
2. Which of the three basic standards of care may have been violated in this case?
3. Is a chemistry teacher held to a higher degree of care than a wood shop teacher? an English teacher? A Home-making teacher? Explain

*Mastrangelo vs. West Side Union High School District, Calif. 1935.

B. THE CASE OF THE BROKEN BOTTLE [1]

A student was directed by a teacher to water a plant located on a high window ledge. The student used a chair to stand on while watering the plant with water poured from a glass milk bottle. The student fell off the chair, broke the bottle and sustained serious injuries to her wrist.

Questions:
1. On what basis might a judgement of negligence be rendered against the teacher?
2. What standard of care did the teacher violate?

C. THE INCLEMENT WEATHER CASE [2]

During inclement weather, the teacher raised a window in the room in such a way as to cause a direct draft on several students. As a result, one student became seriously ill and lost several months of schooling. The parents of the student later instigated a suit against the teacher for negligent behavior.

Questions:
1. On what basis might the teacher behavior be deemed negligent?
2. What standard of care did the teacher violate?

D. THE PENCIL-THROWING CASE [3]

During an absence of the teacher from the room, one student threw a pencil into the air which accidentally struck another student in the eye. The pencil pierced the eyeball and eventually resulted in complete loss of vision in the one eye.

Questions:
1. In what way might the teacher be deemed negligent?
2. What standard of care has been violated?
3. Suppose the teacher had been summoned by the principal to come immediately to his office and leave the class unattended?

E. THE BAND SAW CASE [4]

The plaintiff, a student in the Medford Vocational School, a public school, was injured while operating a band saw by his knee coming in contact with the cutting edge of the saw, which could be found, projected at the time of the accident about an eighth of an inch sidewise from the rim of the unguarded lower wheel under the "table." The saw ran over the rubber face of the rim of this wheel. There was evidence that the saw was three eighths of an inch wide and that the machine was so constructed that the flow of the saw

1. Gainscott vs. Davis, Michigan, 1935.
2. Guyton vs. Rhodes, Ohio, 1940.
3. Ohman vs. Bd. of Education, N.Y., 1943.
4. Fulgoni vs. Johnson, Massachusetts, 1935.

over the rim of the wheel could be adjusted to make the saw "track" in the center of the face of the rim and project over the edge.

The defendant was a teacher in the school, but the actual woodworking was taught by a Mr. Roberts. The defendant taught English, Science, Mathematics, Mechanical Drawing and Hygiene, which were "related" to the cabinet-making course, and the defendant's school room was known as the "related" room.

On the morning of the accident, the plaintiff asked the defendant if he could make a body post for an automobile. The defendant gave his permission. The plaintiff then began work on a band saw in the "related" room where fifteen other students were working and worked for three and one-half hours. Later, after going to lunch and another class, he returned to the "related" room and commenced working when the accident occurred. The defendant was in the room all of the time the plaintiff used the saw.

It was the custom in the school for the instructors to adjust the machines or they were adjusted by the students under the supervision of the instructor. If a student noticed the saw running over the edge he would inform the instructor. A fellow student of the plaintiff testified that at some time in the morning, before the accident, when walking by, he saw the edge of the blade running over the wheel and the cause of that was the adjustment of the top wheel was slightly off.

The plaintiff testified that he was a senior; that he had been enrolled in the cabinet-making course for the three preceding years; that he had been taught and worked on band saws in the junior high school and during his three years in high school, and that he had used the same band saw about ten times within a month.

Questions:

1. On what basis might the defendant teacher be negligent? The School District? The Wood Shop teacher?
2. If the machine had been in the room supervised by the Wood Shop teacher, would he be negligent?
3. The defendant teacher in giving permission to operate the machine should have, or did, take into account certain considerations?

STUDENT MODULE CHECK LIST

Student name _____	Date(s)	Instr's OK
Pre-assessment:		
(To meet criteria, pre-assessment must be evaluated by instructor-see module outline.)	_____	_____
Learning Alternatives:		
Objective A		
1. Read "Who is Liable for Pupil Injuries?" and "Teachers Legal Guide."	_____	_____
2. Listen to tape "Legal Liability of Teachers for School Accidents."	_____	_____
Objective B		
1. Read N.E.A. Pamphlet "Who is Liable for Pupil Injuries?"	_____	_____
Objective C		
1. Read court case	_____	
2. Discuss with peers	_____	
3. Discuss with instructor	_____	
Optional activities (List)		
_____		
_____		
_____		
_____		
Post-Assessment:		
Complete Assessment	_____	_____
Mandatory conference with instr.	_____	_____
Remediation:		
State below the plan worked out with instructor if criteria on Post-assessment was not met	_____	_____

MODULE EVALUATION FORM

1. Module Name _____

   Module No. _____

2. Objective(s): Was it clearly stated? _____ Is it a vital point of the general objective for the module? _____, for the component?

   _____

General comment on Objective(s) _____

_____

_____

Pre-assessment: Was it clear? _____ Did it reflect for you, a reasonable opportunity to find out how much you still might have to know in order to attain the objective?

_____ Comment _____

_____

Learning Activities: Were the directions clear? _____
Were there adequate and varied alternatives appropriate for attaining the objective?

_____

Comment _____

_____

If you designed your own learning activity for the achievement of the objective, describe it briefly.

_____

_____

_____

Post-assessment: Was it clear? _____ Did it reflect, for you, a reasonable opportunity to demonstrate your competency in the objective? _____
Comment _____

_____

If you designed your own post-assessment, briefly describe it _____

_____

_____

General comments on the module: _____

_____

_____

Post-Assessment
The Law of Negligence

Goal: To provide pre-service teachers with information and nomenclature concerning teacher legal negligence and to apply this knowledge in interpreting negligence, or non-begligence, in a variety of school situations.

Part A - Match the following legal terms with the correct statements listed below with at least an 80% level of accuracy. Note: several statements may apply to the same term or not at all.

1. Standard of care
2. Licensee (field trips)
3. Test of foreseeability
4. Contributory negligence
5. Pure accident
6. Breach of duty

( ) Proper instruction
( ) Disregard of predictable consequences
( ) Host company which receives no benefit
( ) Elements of cause for action
( ) Host company which receives some benefit
( ) Substitute parent
( ) No negligence
( ) Conduct on part of injured
( ) Adequate supervision

Part B - Write a legal definition of the term "negligence" similar to that in the NEA Pamphlet "Who is Liable for Pupil Injuries?" (Without error)

Part C - In the following school situations in which accidents occurred, identify in four of the five cases a minimum of two statements from Part **A** (above) which directly relate to the incident (without error).

1. In a high school chemistry class students were required to perform an experiment in the manufacture of gunpowder. Although, the teacher was in the room while the experiment was being performed, and instructions in the laboratory manual were supplemented by directions from the instructor, several students were injured in an explosion which resulted from failure to follow directions. Both the district and the teacher were sued by the parents of one of the injured students.

   1.

   2.

2. The plaintiff, a student in the Medford Vocational School, a public school, was injured while operating a band saw by his knee coming in contact with the cutting edge of the saw, which could be found, projected at the time of the accident about an eighth of an inch sidewise from the rim of the unguarded lower wheel under the "table." The saw ran over the rubber face of the rim of this wheel. There was evidence that the saw was three eigths of an inch wide and that the machine was so constructed that the flow of the saw over the rim of the center of the face of the rim and project over the edge. The defendant was a teacher in the school, but the actual woodworking was taught by a Mr. Roberts. The defendant taught English, Science, Mathematics, Mechanical Drawing and Hygiene, which were "related" to the cabinet-making course, and the defendant's school room was known as the "related" room.

   1.

   2.

3. During an absence of the teacher from the room, one student threw a pencil into the air which accidently struck another student in the eye. The pencil pierced the eyeball and eventually resulted in complete loss of vision in the one eye.

   1.

   2.

4. In a junior high school Metals Shop class, an optional project was the making of a small toy cannon which could use a small explosive charge. Two goys completed the cannon project, checked with the instructor, and then took them home. That evening in the garage, the boys took the one cannon and loaded it with an extra heavy charge. In the ensuing explosion, the one boy received a serious eye injury. Later, the parents sued the teacher for negligence.

   1.

   2.

5. In a combined junior high school P.E. class of 7th and 9th grades, the plaintiff, a frail, thin 90 lb. 7th grader was roughed up on the playing field by four 9th graders and received a serious head injury. On three different occasions the boy had gone to the instructor and told him these boys were "out to get him." Later, a suit was brought by the parents of the boy against the P.E. instructor.

   1.

   2.

TAP 002.01 (SDS)

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 1037
FOR INSPECTION ONLY

PRE-ASSESSMENT

Module Title: Who's Boss?

Goal: To provide prospective teachers with knowledge concerning local school and district organization and to apply this knowledge as it relates to the effective professional teacher.

Part A: Describe, in a short paragraph, the two common bases for determining the nature and designation of a school district and explain the differences between a union and a unified district and the advantages of employment in one or the other (criterion: instructor judgment).

Part B: From the list of six statements below, identify a minimum of four with a check mark which are basic responsibilities of a school board (without error).

1. Appoints the superintendent. _____
2. Makes policy. _____
3. Directly hires teachers. _____
4. Supervises classroom instruction. _____
5. Approves budget. _____
6. Provides for safe and efficient school plant facilities. _____

Part C: From the list of ten task descriptions below, identify with a check mark a minimum of six which are major responsibilities of the school superintendent and explain each with a single sentence (without error).

1. Executive officer. _____
   Explain:

2. Responsible only for teachers. _____
   Explain:

3. Carries out policy. _____
   Explain:

4. Prepares budget. _____
   Explain:

Pre:

5. Sets teacher salaries. _____
   Explain:

6. Establishes local regulations. _____
   Explain:

7. Formulates and administers a plan for supervision. _____
   Explain:

8. Formulates and recommends personnel policy. _____
   Explain:

9. Checks all credentials. _____
   Explain:

10. Delegates and assigns duties. _____
    Explain:

Part D: Match a minimum of six of the eight school incidents which follow to the list of school principal's duties and responsibilities (without error).

Responsibilities

1. Disciplinarian
2. Counselor
3. Class schedule
4. Public relations
5. Supervision
6. Director and evaluator of instruction
7. Liaison- Teachers, superintendent, board
8. Manages school plant and custodian services

Incidents

( ). Two parents come to school to complain about last week's spoiled meat in the cafeteria.

( ). The local Kiwanis asks the principal to sell apples on campus for one of their projects.

( ). Somehow, Miss Smith has fifty students in her 1st period English class.

( ). Five boys engage in a melee during lunch period and the glasses of one are broken.

( ). Twenty teachers sign a petition to have an item placed on the agenda for the next school board meeting.

( ). Two students are caught with a pocket full of "reds."

( ). The principal receives a $500 grant for in-service education at his school.

( ). The superintendent requests the principal to compile a report of the exact number of self-instructional modules being used in his school and a report on their effectiveness.

Part E: Write a short essay describing the relationship between a district's organization and administration and the classroom teacher and how it can promote or inhibit teacher effectiveness (criterion: instructor judgment).

Area: The Profession of Teaching

Topic: Organization and Control of Schools at the Local Level

Module Title: Who's Boss?

Goal: To provide prospective teachers with knowledge concerning local school and district organization and administration and to apply this knowledge as it relates to the effective professional teacher.

Contents of Module Package:

1. Pre-requisites
2. Prospectus
3. Objectives
4. Learning Alternatives
5. Module Check List
6. Module Evaluation Form

Student should arrange for:

1. Viewing Filmstrips KTB 12, 13, 14 (with cassettes)
2. Instructor conferences

Prepared by:
Hayden R. Smith
1973

Area: The Profession of Teaching

Topic: Organization and Control of Schools at the Local Level

Module Title: Who's Boss?

I. Pre-requisites: Complete Modules TAP 001.01, TAP 001.02

II. Estimated time: Six to eight hours

III. Goal: To provide prospective teachers with knowledge of local school and district organization and administration and to relate this knowledge to the effective professional teacher.

IV: Prospectus: (Read prospectus which follows on pp. 6-13 .)

V. Pre-assessment: Take pre-assessment "Who's Boss?" This is a five part pre-assessment and upon successful completion, the student may opt out of further activities for this module. Also, if the student successfully completes a part of the pre-assessment he may opt out of the activities for that objective with permission from the instructor.

VI. Instructional Objectives: Upon successful completion of this module, given a series of readings, fimlstrips, tapes, school situations, discussions with peers and instructor, presentation by, and interviews with, resource persons, the student will be able to:

A. Describe, in a short paragraph, the two common bases for determining the nature and designation of a school district and explain the differences between a union and a unified district and the advantages of employment in one or the other. (Criterion: instructor judgment.)

B. From a list of six statements, identify, a minimum of four which are basic responsibilities of a local school board, without error.

C. Identify a minimum of six major responsibilities of a school superintendent (with an explanatory sentence) from a list of ten task descriptions, without error.

D. From a series of eight school incidents, match six of the incidents, to a given list of the school principal's duties and responsibilities, without error.

E. Write a short essay describing the relationship between a district's organization and administration and the individual classroom teacher and how it can promote or inhibit teacher effectiveness. (Criterion: instructor judgment.)

VII. Instructional Alternatives:

A. The following activities support Objective A:
Read: (3 of 6)

1. Prospectus pp. 6-8.
2. Chandler, B. J. Education and the Teacher, New York: Dodd Mead & Co., 1961, pp. 134-141.
3. Van Til, Wm. Education: A Beginning, Boston: Houghton Mifflin Co., 1971, pp. 195-197.
4. Bass, Ted, Vanderpool, J., Wolpert, Arnold. Teaching in California, San Francisco: Chandler Publ. Co., 1968, p. 85.
5. Ryan, Kevin, Cooper, James. Those Who Can, Teach, Boston: Houghton Mifflin Co., 1972, pp. 320-325.
6. Directory, School Districts and Dept. of Education, San Diego County (available in district offices or local schools). Note number and variety of districts within county.

Prepare: Make a list of the schools you have attended, their location, name of district, and whether or not they were unified or union.

Design own activity, if desired.

B. The following activities support Objective B:
Read:(2 of 4)

1. Prospectus pp. 8-11.
2. Chandler, B. J. Education and the Teacher, New York: Dodd Mead & Co., 1961, pp. 139-143.
3. Van Til, Wm. Education: A Beginning, Boston: Houghton Mifflin Co., 1971, pp. 197-200.
4. Ryan, Kevin, Cooper, James. Those Who Can, Teach, Boston: Houghton Mifflin Co., 1972, pp. 325, 343-351.

View: Filmstrip - KTB 12 "The Board of Education" (with cassette), School Administration Series, Scott Education Division.

Attend: Attend a local school district board meeting. Note the items on the agenda and those which directly affect teachers.

Arrange: Arrange for one or more board members to come to class to discuss their functions and responsibilities.

Design own activity, if desired.

C. The following activities support Objective C:

Read: (3 of 5)

1. Prospectus pp. 11-12.
2. Chandler, B.J. Education and the Teacher, New York: Dodd Mead & Co., 1961, p. 142.
3. Van Til, Wm. Education: A Beginning, Boston: Houghton Mifflin Co., 1971, pp. 200-202.
4. Ryan, Kevin, Cooper, James. Those Who Can, Teach, Boston: Houghton Mifflin Co., 1972, 325, 329-335.
5. Wilson, Robert, "Actual Situations Encountered by a Superintendent During a Three-Year Period," In Beckner and Dumas. Readings in Secondary Education, Scranton: International Textbook Co., 1968, pp. 324-326.

View:

Filmstrip - KTB 14 "The Superintendent of Schools" (with cassette) School Administration Series, Scott Education Division.

Interview (optional):

Interview a district superintendent. Discuss his functions and responsibilities as they relate to the community, school board, classroom and teacher.

Arrange (optional):

A class discussion on the topic: "Why I want to be a School Superintendent."

Design own activity, if desired.

D. The following activities support Objective D:

Read: (3 of 5)

1. Prospectus p. 13.
2. Van Til, Wm. Education: A Beginning, Boston: Houghton Mifflin Co., 1971, pp. 205-206.
3. Ryan, Kevin, Cooper, James. Those Who Can, Teach, Boston: Houghton Mifflin Co., 1972, pp. 268-285, 343-350.
4. Van Norman, Royce, "School Administration: Thoughts on Organization and Purpose," In Beckner and Dumas, Readings in Secondary Education, Scranton: International Textbook Co., 1968, pp. 315-318.
5. Grambs, Jean, "Who Is Boss?" In Beckner and Dumas, Readings in Secondary Education, Scranton: International Textbook Co., 1968, pp. 319-323.

View: Filmstrip - KTB 13 "The School Principal" (with cassette) School Administration Series, Scott Education Division.

Interview (optional):

Interview a local principal. Discuss his functions and responsibilities as they relate to the community, superintendent, school board, and classroom teacher.

Arrange (optional):

Arrange for a class presentation by a local principal concerning his roles and responsibilities to the community, board, superintendent and classroom teacher.

Design own activity, if desired.

E. The following activities support Objective E:

Review

1. Review the activities for Objectives A through D. Objective E is a culminating objective and involves application of knowledge to a variety of school situations.
2. Review the situations and anecdotes as found in the references to Ryan and Cooper, Those Who Can, Teach.

Simulate:

With a group of peers, simulate in class, a variety of situations in which the classroom teacher may be involved with the school board, the superintendent, and the principal.

Design own activity, if desired.

VIII. Module Check List:

Check off items as you proceed through module (consult instructor when necessary).

IX. Post-Assessment:

Obtain post-assessment from I.S.C. or instructor, complete, and arrange for instructor conference.

X. Remediation:

In the event the student fails all, or a part, of the post-assessment, he must arrange for an immediate conference with his instructor to devise a remedial plan.

XI. Module Evaluation Form:

Upon successful completion of the module, fill out (together with Module Check List) and hand in to I.S.C., or instructor, and check out module as completed.

Prospectus

The title of this module "Who's Boss?" is a misnomer. While some teachers may look upon administrators as "bosses," this attitude runs contrary to the concept of a profession. The effective professional teacher (including administrators) is a member of a professional team. The roles and functions of individuals within the school setting may differ but the aim is the same: making possible the conditions whereby teachers teach and students, hopefully, learn.

Obviously, the main concern of a beginning teacher is getting a job. However, often over-looked in job seeking is the nature of the school district, the administrative organization, and the quality of its administrators. All of these can be contributing factors in job satisfaction or dissatisfaction. Unfortunately, the prospective teacher in his student teaching experiences gets only one point of view concerning the school situation - that of the classroom teacher. The administration point of view is never presented and many classroom teachers present a very negative view of administrators based on a woeful lack of information. Administrators are not ogres (though some might be), they are important members of the total school instructional team and can provide invaluable help to beginning teachers. This is the intent of this module: to provide some limited information concerning school organization and its administrative officers - give the administrator a chance!

The United State Constitution makes no provision for the control of education; consequently, under the Tenth Amendment, this authority legally is vested in state governments. In practice, the tradition of local autonomy, fostered by political, economic, as well as geographical factors that shaped the development of early schools, has received legal sanction from constitutional and legislative provisions which delegate control of schools to local school districts. To a remarkable extent, therefore, each community or school district, with only minimum restrictions or prescriptions from the state, is free to develop and maintain the kind of educational program it prefers.

Evidence that the people take their mandate for local control of schools seriously is available, for example, in the heated controversies that frequently develop over the election of school board members, the changing of tax rates, the approving of bond issues as well as the more informal expressions of public sentiment toward such matters as quality of instruction, curricular emphases, and educational objectives. The potency of control is attested by the protests of those who seek to influence quickly, in any direction, the program of education in a state, region, or nation. All who seek to

bring about sweeping changes in education soon become aware of the force and power of local control - either to improve education or maintain the status quo of schools.

In spite of the degree of local control that prevails, the state government legally is responsible for the public schools. It can determine the conditions under which schools will be maintained, prescribe courses as well as standards, and supply financial support. In addition to the state controls, the federal government finds ways to influence aspects of educational programs which are judged to be in the national interest. Federal support for programs in the area of agricultural and vocational education is perhaps the best example of national participation in education at the state and local levels. More recent evidence of the manner in which federal legislation can affect schools is the National Defense Education Act of 1958 whcih provided support for programs of science, mathematics, certain foreign languages as well as guidance services, and television teaching. The United States Department of Health, Education, and Welfare also gives advisory leadership to programs of education at both state and local levels.

Variations in patterns of legal organization range from highly centralized control at the state level in the new states of Alaska and Hawaii to a middle practice of rather positive state control in some Southern states, to the other expreme of practically no centralized control in certain states in New England and the Midwest. Nevertheless, despite differences in the degree of authority at state and local levels, it is common practice for local control to be vested in an administrative type of unit called a school district. Some states also maintain intermediate units, often synonymous with the political county units, to function as a coordinating body between local districts and the state board or department of education.

Local School Districts

Local school districts are the major agencies for the control and operation of schools. They are official governmental units which have been established as legal, corporate entities of the state, similar to municipalities, by action of the state legislature. The state has the authority to establish local districts, to reorganize them, and to abolish them individually or on a state-wide basis.

Substantial diversity in type, size, and name of local school districts prevails from state to state. Two common bases are employed for determining the nature and designation of a district.

The standard way of designating a school district is by the area included within its boundaries. The district may incorporate all the territory and the people residing thereon within a town or township, a city, or a county. Not always are school district lines coterminous with political subdivisions.

The title "community district" may indicate that two or more towns, or a town and adjoining village and perhaps rural areas, have been organized into a single local school district.

In districts that are defined by the area included, the school board has responsibility for providing a total educational program from either kindergarten or first grade through high school - and in a few states through the junior college - for all children and youth of school age residing within the district. In accordance with legal statutes to provide funds for the support of schools and the construction of school buildings, the school board may levy taxes or may recommend the levying of taxes and sell school bonds.

Another way to designate school districts is by the types of services provided to particular segments of the population of an area. For example, a district that operates only an elementary school is called an elementary school district. Similarly, those which are restricted to operating secondary schools are called high school districts. Both may overlap each other in terms of the area included. Other types of districts of this kind are: the junior college district which may serve a number of local school districts co-operating to provide the junior college services; the unified school district which typically designates some form of co-operation or consolidation between other types of districts or may only indicate that for certain services unification has been achieved; and the contracting districts which does not itself maintain schools but instead contracts with other districts for the education of its school-age population.

Districts designated by the services provided also have geographical boundary lines which define their taxable property and the population to be served. They concentrate, however, on the school programs within their legal responsibilities, while maintaining usually only informal co-operative relationships with other districts serving the same area. Citizens served by two or more of such school districts vote separately for school board members for each and are assessed separate tax rates for each district.

The Board of Education

The local district, no matter how large or how small, is governed by a school board or board of education. Such boards represent the local people, but they also represent the state legislature that created them and delegated to them certain authority. Of course, many powers are reasonably implied from specifically delegated authority, and consequently boards of education are more powerful than a literal interpretation of state statutes would indicate. In general, states have been quite generous in conveying powers to the local boards.

It is generally agreed by authorities in the field of education that the board of education is one of the finest examples of American democracy at work. Members are typically outstanding citizens. They generally render a superior, unselfish public service. Many of them spend long hours in the performance of their duties usually without pay. An example of the desire of school board members to do a good job can be seen in the time and effort they devote to their voluntary association, their own state school boards association, and the National School Boards Association.

The relationships between the citizens of a school district, the school board, and professional staff are depicted in Figure 1.

The organizational pattern presented here is known as the line and staff plan. Staff officers, shown on the right, are subject to line authority of the board of education and the superintendent of schools; yet they contribute to the educational program through advisory rather than direct control procedures. Citizen and teacher groups have no legal or official advisory authority, but they make possible a flow of organized ideas that are valuable guides to those responsible for administration of schools.

The responsibilities of a local school board may be summarized as follows:

1. To satisfy the spirit as well as the word of state laws dealing with education and of the regulations of the state education authority.
2. To ascertain goals or objectives of public education and to prepare general policies in tune with them.
3. To select a superintendent of schools, designate him as the chief executive officer, and work harmoniously with him.
4. To strive continuously to develop further and improve the scope and quality of educational opportunities for all children and youth in the district.
5. To create policies which will attract and retain professional and other personnel needed to realize educational objectives.
6. To provide educationally efficient and safe school-plant facilities.
7. To plan for and obtain financial resources necessary to achieve educational goals.
8. To keep the people of the district informed and aware of status, progress, and problems of their schools.
9. To appraise activities of the school district in the light of its objectives.
10. To discharge its responsibilities as a state agency by participating in statewide efforts to promote and improve public education.

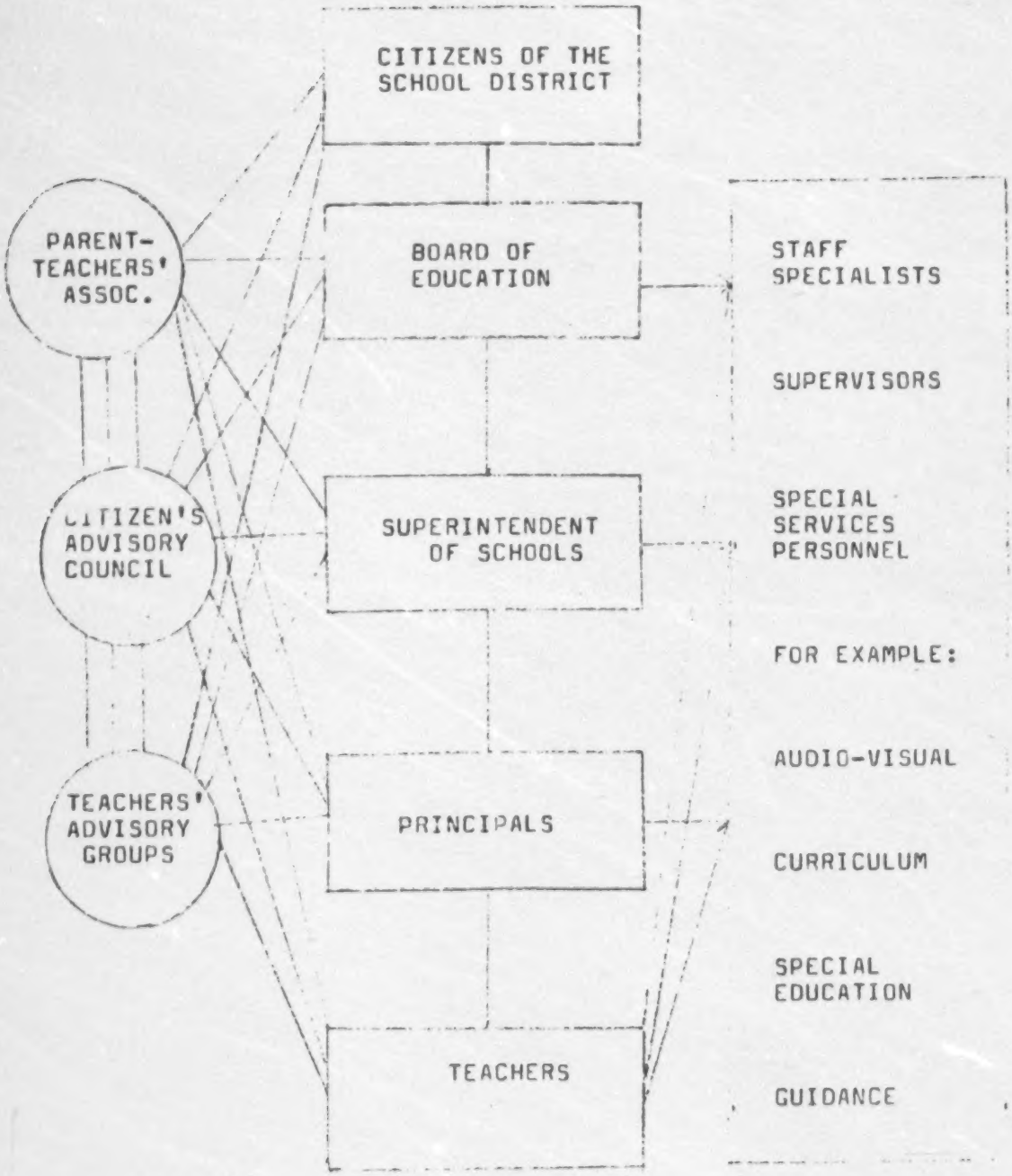


Figure 1. Local District Organization

The single most important responsibility of a school board is to determine policy for the school system. A policy statement is a guideline which describes an objective to be achieved. Increasingly school board policies are written; written policies save time, money, and effort, reduce inconsistencies in school board action, and prove especially useful when community controversies develop. They are particularly helpful to the staff; all should be familiar with them. However, too often the teacher is unaware of these statements.

School board policies usually deal with such matters as the work of the board and the superintendent, personnel relations, the instructional program, school food services, business matters, student transportation, selection and retention of personnel, policies about pupils, and public relations.

School boards operate in increasingly difficult circumstances. Today there is a demand for high quality education; teachers are increasingly militant, and decisions about salaries and working conditions are difficult. The federal government enters the picture through court decisions and through special programs of aid and support. The school is increasingly regarded as an institution to deal with problems traditionally viewed as noninstructional and to correct social injustice. Pressure groups increase and grow more vigorous. Innovation is expected from schools. Criticisms proliferate. Many community forces and varied expectations must be taken into account. Yet few citizens are enthusiastic about helping board members obtain the kind of financial support the schools need to meet such demands.

The School Superintendent

The general executive agent for a school system is the superintendent, sometimes known as the general superintendent, the supervising principal, or the district school superintendent. The superintendent is the implementer and the executive for the board.

The job of the superintendent today is a complex one and may be described as follows:

1. The superintendent is the chief executive officer of the board.
2. He is responsible for carrying out all policies, rules, and regulations established by the board. In matters not specifically covered by board policy, he is to take appropriate action and report the same to the board not later than the next regular meeting.
3. All individuals employed by the board are responsible directly or indirectly to the superintendent of schools.

4. The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the board effective. He may delegate responsibilities and assign duties. Such delegation and assignment do not relieve the superintendent of responsibility for actions of subordinates.

5. Except when matters pertaining to his reemployment are being considered, the superintendent is to be present at all meetings of the board and its special committees.

6. He is responsible for preparing and submitting the budget to cover school operations.

7. The superintendent has the authority, within limits of major appropriations approved by the board, to authorize and direct all purchases and expenditures.

8. He recommends all candidates for employment. The board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent.

9. The superintendent formulates and recommends personnel policies necessary to the functioning of the school.

10. The superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the board on all aspects of that program.

11. The superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system.

12. He is responsible for the development of a program of maintenance and improvement or expansion of the buildings and the site. This includes recommendation for employment and supervision of all building custodians.

13. He is responsible for formulating and administering a program for supervision for all schools.

14. The superintendent is responsible for submitting an annual report on the operation of the school system.

Yet, in a sense, the superintendent is still the "board's man" for the board still retains the right to dismiss him. But a school board should not too lightly dismiss a superintendent. If a superintendent is to be more than a puppet, he may well be involved in disagreements with board members or indeed the board as a whole. The relationship of the school board members and the superintendent should be one of mutual responsibility in which each supplies his ideas, listens to the others and all work for the best interests of the school.

The School Principal

The school principal is the chief executive officer or administrator of the basic unit of the school system - the individual school. Today there are substantially more than 100,000 principals or assistant principals in American public elementary and secondary schools. The smaller the school the more likely it is to have only a principal; the bigger the school the more likely it is to have one or more assistant principals.

In the evolution of the principalship, the principal started out as a glorified clerk. In the twentieth century, the principal's major responsibility is seen as leadership for his students, teachers, and building or buildings. A good principal today skillfully uses the special services and supporting staff from the central office and encourages the development of improved instruction through resource people within the school itself, such as "helping teachers." But even the good principal is sometimes perplexed as to what services he should supply and which come from central staff people or delegated individuals within the school.

The principal in a public school, whether at the elementary or secondary-school level, is a counselor of students, the school disciplinarian, the organizer of the schedule, the supervisor of the instructional program, the pupil-relations representative for the attendance area, the liaison between teachers and the superintendent, the director and evaluator of teaching efforts, the manager of the school facilities, the supervisor of custodial and food-service employees within the building and a professional leader. Little wonder that this is a demanding position as well as one of considerable significance determining the direction of public education.

MODULE CHECK LIST

Name _____ Date(s) Instr's OK

Pre-assessment

To meet criteria, pre-assessment must be evaluated by instructor _____ _____

Learning Alternatives:

Objective A.
Read: (3 of 6)
1. Prospectus, 6-8 _____ _____
2. Chandler, pp. 134-141 _____ _____
3. Van Til, pp. 195-197 _____ _____
4. Bass & Wolpert, p. 85 _____ _____
5. Ryan & Cooper, pp. 320-325 _____ _____
6. Directory, S.D.County Dept. Ed. _____ _____

Prepare:
List schools, district _____ _____

Own activity (explain): _____ _____

Objective B.
Read: (2 of 4)
1. Prospectus, 8-11 _____ _____
2. Chandler, pp. 139-143 _____ _____
3. Van Til, pp. 197-200 _____ _____
4. Ryan & Cooper, pp. 325, 343-351 _____ _____

View:
F.S. KTB 12 (with cassette) _____ _____

Attend:
Board meeting _____ _____

Interview: (optional)
Board member _____ _____

Arrange: (optional)
Board member class presentation _____ _____

Own activity (explain): _____ _____

Objective C.
Read: (3 of 5)
1. Prospectus, 11-12 _____ _____
2. Chandler, p. 142 _____ _____
3. Van Til, pp 200-202 _____ _____
4. Ryan & Cooper, pp. 325, 329-335 _____ _____
5. Wilson, pp. 324-326 (In Beckner & Dumas) _____ _____

View:
Filmstrip KTB 14
(with cassette) _____ _____

Interview: (optional)
Superintendent _____ _____

Arrange: (optional)
Class discussion _____ _____

Own activity (explain): _____ _____

Objective D.
Read: (3 of 5)
1. Prospectus, p. 13
2. Van Til, pp. 205-206
3. Ryan & Cooper, pp. 268-285, 343-350 _____ _____
4. Van Norman, --. 315-318 (In Beckner & Dumas) _____ _____
5. Grambs, pp. 319-323 (In Beckner & Dumas) _____ _____

View:
Filmstrip KTB14 (with cassette) _____ _____

Interview: (optional)
Local principal

Arrange: (optional)
Class presentation - principal _____ _____

Own activity (explain): _____ _____

Objective E.

Review:
References for Objectives A-D _____ _____
Ryan & Cooper, situations and anecdotes _____ _____

Simulate:
Situations with peers in class _____ _____

Post-Assessment:
Complete _____ _____
Mandatory conference with instr _____ _____

Remediation:
State plan below worked out with instr.
if criteria has not been met:

Remediation completed _____ _____

Module Evaluation Form

1. Module Name _____

   Module No. _____

2. Objective(s): Was it clearly stated? _____ Is it a vital point of the general objective for the module? _____ for the component?

   _____

General comment on Objective (s) _____

_____

_____

Pre-assessment: Was it clear? _____ Did it reflect for you, a reasonable opportunity to find out how much you still might have to know in order to attain the objective? _____ Comment _____

_____

Learning Activities: Were the directions clear? _____
Were there adequate and varied alternatives appropriate for attaining the objective? _____

Comment _____

_____

If you designed your own learning activity for the achievement of the objective, describe it briefly.

_____

_____

_____

Post-assessment: Was it clear? _____ Did it reflect, for you, a reasonable opportunity to demonstrate your competency in the objecitve? _____
Comment _____

_____

If you designed your own post-assessment, briefly describe it. _____

_____

_____

General comments on the module: _____

_____

POST-ASSESSMENT

Module Title: Who's Boss?

Goal: To provide prospective teachers with knowledge of local school district organization and administration and to apply this knowledge as it relates to the effective professional teacher.

Part A: Define the terms union school district and unified school district and list the advantages or disadvantages of employment in either one. Also, give the two common bases for determining the nature and designation of a school district.

Part B: From the list of six statements below, identify a minimum of four (with a check mark) which are basic responsibilities of a school board (without error).

1. Recommends teachers for hiring. _____
2. Approves the budget. _____
3. Supervises classroom instruction. _____
4. Makes policy. _____
5. Provides for safe and efficient school plant facilities. _____
6. Appoints the superintendent. _____

Part C: From the list of ten task descriptions below, identify (with a check mark) a minimum of six which are major responsibilities of the school superintendent and explain each with a single sentence (without error).

1. Formulates and recommends personnel policy. _____
   Explain:

2. Approves budget. _____
   Explain:

3. Delegates and assigns duties. _____
   Explain:

4. Checks teacher licenses. _____
   Explain:

5. Executive officer. _____
   Explain:

Post:

6. Establishes policy. _____
   Explain:

7. Responsible only for teachers. _____
   Explain:

8. Recommends teacher salaries. _____
   Explain:

9. Formulates and administers a plan for supervision. _____
   Explain:

10. Responsible for district evaluation and reports. _____
    Explain:

Part D: Match a minimum of six of the eight school incidents which follow to the list of school principal's duties and responsibilities (without error).

Responsibilities

1. Manages school plant and custodial services.
2. Liaison- parents, teachers, superintendent, and board.
3. Director and evaluator of instruction.
4. Supervision
5. Public Relations
6. Class schedule
7. Counselor
8. Disciplinarian

Incidents

( ). Four girls engage in a hair-pulling contest on campus and one is injured.

( ). The school custodian demands that all teachers put chairs on top of desks to make his job of sweeping easier.

( ). Somehow, Mr. Jones ends up with only five students in his 6th period P.E. Class.

( ). The local Exchange Club requests permission to put up posters on campus for their Crime Prevention week.

( ). The week's supply of hamburger for the cafeteria is spoiled.

( ). Two boys are caught smoking marijuana in the restroom.

Post:

( ). Thirty teachers sign a list of grievances against the school board and ask that it be sent to the superintendent.

( ). Ten teachers request a series of meetings to discuss accountability procedures.

Part E: Write a short essay describing the relationship between a district's organization and administration and the individual classroom teacher and how it can promote or inhibit teacher effectiveness (criterion: instructor judgment).

PRE ASSESSMENT

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 1038
FOR INSPECTION ONLY

1. List three ways to utilize a student teacher. Criterion 100%

   1._____

   2._____

   3._____

2. List eight basic performance skills needed by a professional educator. Criterion 7 out of 8.

   1._____

   2._____

   3._____

   4._____

   5._____

   6._____

   7._____

   8._____

3. List four instructional rules that a student teacher should be able to apply. Criterion will be 100%

   1._____

   2._____

   3._____

   4._____

4. Place a check next to each item that is a responsibility of the cooperating teacher. Criterion will be 100%.

   1._____ Diagnose the current competencies of the children to be taught.

   2._____ Provide a place for individual conferences small and large group meetings.

3._____Provide guidance in the design of attitude assessments.

4._____Provide guidance in stating realistic behavioral objectives.

5._____Aid and assist in the development of contracts.

6._____Will supervise and certify that assigned modules are completed to the mastery level.

5. List 6 factors that contribute to a good relationship between the cooperating teacher and the student intern. Criterion will be 5 out of 6.

1._____

2._____

3._____

4._____

5._____

6._____

6. Set up a conference with the instructor to discuss the functions of a cooperating teacher.

AREA: The Profession of Teaching

TOPIC: Cooperating Teacher Professional Responsibilities

MODULE TITLE: Cooperating Teacher Responsibilities in Competency Based Teacher Education

GOAL: To provide the master teacher with knowledge of his responsibilities toward the intern in a competency based teacher education program.

CONTENTS OF THE MODULE PACKAGE:

1. Pre-assessment
2. Specific Objectives
3. Instructional Alternatives
4. Post-assessment

STUDENT SHOULD ARRANGE FOR:

1. Conferences with the instructor

Prepared by:

Donald F. Enos
1973

COOPERATING TEACHER RESPONSIBILITIES IN COMPETENCY BASED TEACHER EDUCATION

I. Prerequistes: None

II. Estimated Time: 5 Hours

III. Goal of the Module: The following module is designed to provide the cooperating teacher with knowledge of his responsibilities toward the intern in a competency based teacher education program.

IV. Experiences to be scheduled in advance: None

V. Pre-assessment: Before beginning this module, complete the paper and pencil test to be obtained from the instructor.

VI. Objectives:

A. The learner will be able to list three ways to utilize the student teacher. Criterion will be 100%.

B. The learner will be able to list eight basic performance skills that a professional teacher should develop. Criterion will be 7 out of 8.

C. From a list of 6 items the learner will correctly select those that are part of his responsibilities as a cooperating teacher. Criterion will be 100%.

D. The learner will be able to list four instructional rules that a student teacher should be able to apply in the classroom. Criterion will be 100%.

E. The learner will be able to list 6 factors that contribute to a good relationship between the cooperating teacher and the student teacher. Criterion will be 5 out of 6.

F. The learner will be able to discuss the various functions of a cooperating teacher. Criterion will be judgement of the instructor.

VII. Instructional Alternatives:

The following alternatives are grouped to support and relate to the appropriate objective.

OBJECTIVE A & D

View - Slide-Tape presentation " Teacher Aides in the Classroom," Vimcet Associates Inc.

OBJECTIVE B

Read Guide to Better Teaching, Chapter 1, Western Washington State College, 1973.

OBJECTIVE C

a. Read CBTE Program: Cooperating Teacher Handbook Module by Eileen Wuycheck, University of Houston, 1973.

b. Read Guide to Better Teaching, Chapter 4, Western Washington State College, 1973.

OBJECTIVE D

Refer back to Objective A.

OBJECTIVE E

Read Clarifying the Supervising Teachers Role by Bradley, University of Texas, 1966

OBJECTIVE F

a. Read Handbook for Supervising Teaching, Dow, Clyde, W. ed, Chapters 2,3,4,& 6., Michigan State University, 1968.

b. Read Guiding Student Teacher Experiences by Hilliard, Pauline, and Charles Durrance, Pages: 7-20., University of Florida, 1968.

c. Read A Proposed Accountability Model Appropriate for a University Teacher Education Program, by Thomas Nagel, San Diego State University, 1973.

d. View Slide-Tape presentation " The Instructional Supervisor" Scott Education Division, 1973.

VIII. Post-assessment: After completing the instructional activities for this module, complete the paper and pencil test to be obtained from the files, then schedule a conference with the instructor.

IX. Remediation: If criterion is not met on the objectives, the learner and the instructor will confer in order to plan a course of action to correct that specific deficiency before taking a second form of the post assessment.

MODULE CHECKLIST
FOR
COOPERATING TEACHER RESPONSIBILITIES
IN COMPETENCY BASED TEACHER EDUCATION

NAME: _____ DATES INSTRUCTOR'S OKAY

Checkout module	_____	
Pre-assessment	_____	_____
Instructional Alternatives		
A. View Teacher Aides in Classroom	_____	
B. Read Guide to Better Teaching	_____	
C. Read CBTE Program: Cooperating Teacher Handbook Module	_____	
D. Read Handbook for Supervising Teaching	_____	
E. Read Guiding Student Teacher Experiences	_____	
F. Read Proposed Accountability Model	_____	
G. Read Clarifying the Supervising Teachers Role	_____	
H. View "The Instructional Supervisor"	_____	
Post Assessment	_____	_____
Remediation: State below the plan worked out with the instructor if criterion on the post-assessment was not met.	_____	_____

Module Evaluation Form

1. Module Name _____

   Module No. _____

2. Objective(s): Was it clearly stated? _____ Is it a vital point of the general objective for the module? _____ for the component?

_____

General comment on Objective (s) _____

_____

_____

Pre-assessment: Was it clear? _____ Did it reflect for you, a reasonable opportunity to find out how much you still might have to know in order to attain the objective? _____ Comment _____

_____

Learning Activities: Were the directions clear? _____
Were there adequate and varied alternatives appropriate for attaining the objective? _____

Comment _____

_____

If you designed your own learning activity for the achievement of the objective, describe it briefly.

_____
_____
_____

Post-assessment: Was it clear? _____ Did it reflect, for you, a reasonable opportunity to demonstrate your competency in the objecitve? _____
Comment _____

_____

If you designed your own post-assessment, briefly describe it. _____

_____

_____

General comments on the module: _____

_____

POST ASSESSMENT

1. List three ways to utilize a student teacher. Criterion 100%.

   1._____

   2._____

   3._____

2. List eight basic performance skills needed by a professional educator. Criterion 7 out of 8.

   1._____

   2._____

   3._____

   4._____

   5._____

   6._____

   7._____

   8._____

3. List four instructional rules that a student teacher should be able to apply in the classroom. Criterion will be 100%.

   1._____

   2._____

   3._____

4. Place a check next to each item that is a responsibility of the cooperating teacher. Criterion will be 100%.

   1._____ Provide objectives leading the student teacher toward the eight basic teaching skills.

   2._____ Diagnose the current competencies of the children to be taught.

4._____Develop schedules for consultation and team planning with the student teachers assistance.

5._____Provide guidance in the design of attitude assessments.

6._____Preparation of careful lesson plans which summarize the objectives.

5. List 6 factors that contribute to a good relationship between the cooperating teacher and the student intern. Criterion will bee 5 out of 6.

1._____

2._____

3._____

4._____

5._____

6._____

6. Set up a conference with the instructor to discuss the functions of a cooperating teacher.

TAP 002.03 (SDS)
EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 1039
FOR INSPECTION ONLY

PRE-ASSESSMENT

Module Title: "Who's in Charge Here?"

Goal: To provide prospective teachers with information concerning the national, state, and county organization of education and the varied aspects of teacher licensing and to apply this knowledge to effective performance as a professional teacher.

Part A: List a minimum of two functions of the U.S. Office of Education and at least one major difference between a nationally "centralized" and a "decentralized" system of education, without error.

Part B: Listed below are a series of twelve topics and twelve statements which deal with the organization of education in California. Match each statement with the correct topic. Criteria: 10 of 12, without error.

1.	Education Code	a. State Superintendent of Schools	_____
2.	State Constitution	b. Function of the State Department of Education	_____
3.	Policy-making	c. Elective office of the Supt.	_____
4.	Non-partisan	d. Members of the State Board of Education	_____
5.	Governor's appointment	e. Department within the Department of Education	_____
6.	School buildings and sites	f. Authority from which state system of education is derived	_____
7.	Program of studies	g. Laws, rules, and regulations pertaining to education in the state	_____
8.	School finance laws	h. Major functions of the State Board of Education	_____
9.	State-adopted texts	i. Implemented by State Supt.	_____
10.	Compensatory education	j. A function of the State Board	_____
11.	Consultant Services	k. A responsibility of the State Superintendent	_____
12.	Elected by people	l. A duty of the State Supt.	_____

Part C: From the following list of governmental services, correctly identify a minimum of six with a check mark which are services of the County Dept. of Education.

___ Legal
___ Sanitation
___ Instructional
___ Sewers
___ Personnel
___ Income Tax
___ Family
___ Law Enforcement
___ Psychological
___ In-Service
___ Fiscal and Accounting
___ Public Safety
___ Transportation
___ Utilities
___ Television

Part D: From the series of eight statements which deal with the 1970 Credentialing Law in California which follow, identify a minimum of six statements as either true or false and correct a minimum of three false statements and make it true.

___ 1. Upon successful completion of the baccalaureate degree and a program of teacher preparation, the student may receive a "clear" credential in some states.

___ 2. Under the "multiple subject credential" the holder may teach in grades K through 12.

___ 3. Under the "single subject credential" the holder may not teach in grades lower than seven.

___ 4. Both the "multiple" and "single" subject credentials require 84 units of preparation in the major.

___ 5. All academic requirements for either the "multiple" or "single" subject major may be waived upon successful completion of an examination in these areas.

___ 6. Under the Ryan Credential Law, students may make direct application to the Commission for a credential and thereby pass some of the requirements of an "approved" program of a teacher preparation institution.

___ 7. As with the Fisher credential, the Ryan credential still makes a distinction between "academic" and "non-academic" subject areas.

___ 8. A student may not be required to take more than nine units of professional education courses as pre-requisites to student teaching according to the new credential law.

Area: The Profession of Teaching

Topics: National, State and County Educational Organization and Administration, Teacher Licensing.

Module: Who's in Charge Here?

Goal: To provide prospective teachers with information concerning the national, state, and county organization of education and the varied aspects of teacher licensing and to apply this knowledge to effective performance as a professional teacher.

Contents of Module:

1. Specific Objectives
2. Learning Alternatives
3. Module Over-View
4. Module Check-List
5. Module Evaluation Form

Student should purchase:

Pamphlet: "Advisory Handbook for Students on the Teacher Preparation and Licensing Law of 1970" (The Ryan Act), Student California Teachers Association.

Prepared by:
Hayden R. Smith
1973

Area: The Profession of Teaching

Topics: National, State, and County Educational Organization and Administration, Teacher Licensing

Module: Who's in Charge Here?

I. Pre-requisites: None (This module may precede TAP 002.01)

II. Estimated time: Four - six hours

III. Goal: To provide prospective teachers with information concerning the national, state, and county organization of education and the varied aspects of teacher licensing and to apply this knowledge to effective performance as a professional teacher.

IV. Prospectus:

This module was prepared to accompany Module TAP 002.01. While the latter deals with the organization and administration of education at the local level, this module treats education within a much larger spectrum - at the national, state, county levels. The aspects of teacher licensing (credentialling) are included because this is largely a state function. Thus, the two modules are intended to cover the entire organizational and administrative structure of American education.

The information contained in this module is only indirectly related to the classroom work of the teacher. However, the emphasis in this module cluster "Teaching as a Profession" (TAP) has been on the effective teacher in all aspects of his/her work as a professional. To promote the profession and to become an effective professional teacher, necessitates some knowledge of the overall organization and administration of education.

V. Pre-assessment: Take pre-assessment "Who's in Charge Here." This is a four part assessment and upon successful completion the student may opt out of further activities for this module. Also, if the student successfully completes a part of the pre-assessment he may opt out of the activities for that objective (instructor permission).

VI. Instructional Objectives:

Upon successful completion of this module the student, given a series of class presentations, readings, and field trips, will be able to:

A. List the functions of the U.S. Office of Education and explain the differences between a "centralized" and a "decentralized" national system of education in a sentence or two. Criteria: minimum of two functions, one major difference, without error.

B. From a series of twelve statements and twelve topics which relate to the organization of education in California, match a minimum of ten topics with the correct statement, without error.

C. From a list of fifteen governmental services, correctly identify a minimum of six with a check mark (without error) which are services of the County Department of Education.

D. From a series of eight statements which deal with the 1970 credentialling law in California, identify a minimum of six statements as either true or false and correctly modify the false statements to make them true, without error.

VII. Instructional Alternatives

A. The following activities support Objective A.
Read: (3 of 4)

1. Module Overview, pp. 1-2.
2. Chandler, B.J. Education and the Teacher, New York: Dodd, Mead & Co., 1961, pp. 146-149.
3. Van Til, William. Education: A Beginning, Boston: Houghton Mifflin Co., 1971, pp. 251-260.
4. Kiernan, Owen. "Federal, State - Local Roles in Education" in Readings in Secondary Education, Beckner and Dumas, Scranton: International Textbook Co., 1968, pp. 284-286.

B. The following activities support Objective B.
Read: (3 of 4)

1. Module Overview pp. 2-4.
2. Chandler, B.J. Education and the Teacher, New York: Dodd, Mead & Co., 1961, pp. 143-146.
3. Van Til, William. Education: A Beginning, Boston: Houghton Mifflin Co., 1971, pp. 240-250.
4. Stone, James C. California's Commitment to Public Education, New York: Thomas Y Crowell Co., 1961, pp. 106-114.

C. The following activities support Objective C.
Read: (2 of 3)

1. Overview, pp. 4-5.
2. Stone, James C. California's Commitment to Public Education, New York: Thomas Crowell Co., 1961, pp. 99-106.
3. Jordan, Thomas E. America's Children: An Introduction to Education, Chicago: Rand McNally & Co., 1973, pp. 282-284.

D. The following activities support Objective D.
Read: (both)

1. "Advisory Handbook for Students on the Teacher Preparation and Licensing Law of 1970" (Ryan Act), SCTA, pp. 1-24.
2. Hand-out "Information Concerning the Secondary Education Program - San Diego State University."

Optional: Design own instructional activity for any of the above objectives, if desired.

VIII. Module Check List:

Check off items as you proceed through module (consult instructor when necessary).

IX. Post-Assessment:

Obtain from I.S.C., or instructor, complete, and arrange for instructor conference.

X. Remediation:

In the event that the student fails all, or a part of, the post assessment, he must arrange for an immediate conference with his instructor to devise a remedial plan.

XI. Module Evaluation Form:

Upon successful completion of the module (or the remedial plan), fill out and hand in to the I.S.C., or the instructor (along with the Module Check List) and check out module as completed.

TAP 002.03 (SDS)

MODULE CHECK LIST

Name_____ Date(s) Instr's. OK

Pre-assessment:
(To meet criteria: pre-assessment must be evaluated by instructor) _____ _____

Learning Alternatives:

Objective A
Read: (3 of 4)
1. Module Over-view, pp. 1-2 _____ _____
2. Chandler, pp. 146-149 _____ _____
3. Van Til, pp. 251-260 _____ _____
4. Kiernan, pp. 284-286 _____ _____

Objective B
Read: (3 of 4)
1. Module Over-view, pp. 2-4 _____ _____
2. Chandler, pp. 143-146 _____ _____
3. Van Til, pp. 240-250 _____ _____
4. Stone, pp. 104-116 _____ _____

Objective C
Read: (2 of 3)
1. Module Over-view, pp. 4-5 _____ _____
2. Stone, pp. 99-106 _____ _____
3. Jordan, pp. 282-284 _____ _____
Field Trip: (optional) To County Department of Education _____ _____

Objective D
Read: (both)
1. Advisory Handbook, pp. 1-24 _____ _____
2. Secondary Education Hand-out _____ _____

Post-Assessment:
Complete assessment _____ _____
Mandatory conference with instructor _____ _____

Remediation:
State below the plan worked out with instructor if criteria on post-assessment was not met.
Plan:

Check-out module as completed, hand in Check List and module evaluation form _____ _____

MODULE OVER-VIEW

The National Level

In most countries of the world, public education is controlled by the central government. The centralized system is federally financed and administered utilizing nationally mandated curricula and procedures. However, in the United States responsibility for public education has evolved as a state function because the U.S. Constitution makes no provision for education. Consequently, under the Tenth Amendment this authority is legally vested in state governments.

The term "American system of education" is a misnomer. With our highly de-centralized state system what we have is in essence fifty different "systems." These run the gamut of highly structured and controlled centralized systems in Hawaii and Alaska to loose-knit highly decentralized systems in a number of states. The important point is that the United States has a decentralized system of education controlled by the states resulting in a wide diversity of structure and control among the fifty states.

While the Federal government cannot abrogate "states" rights as guaranteed by the Constitution, there is growing concern that Washington is becoming more and more involved with public education. Federal aid to education has long been a controversial issue because a strong feeling exists that Federal monies mean Federal control. The wealthier states (California, for example) have resisted any plans for Federal aid if tied to Federal control. On the other hand, the poorer states (the South) have fought desperately for Federal aid to bolster woefully inadequate systems. Since education is a national concern and because Americans represent a highly mobile, transient society the level and quality of education should be equal in all of the states - is one side of the argument. Nevertheless, the wealthier states maintain that if the poorer states would just work at it a little harder, they too, could have an adequate educational system.

Regardless of which side of the fence you may choose, the Federal government is contributing more monies and exercising more and more control of education. Despite what the critics say, the United States has had Federal aid to education and some control since its early beginnings. Examples of this can be found in the Land Ordinance of 1785, the Northwest-Ordinance (1787), the Morrill Act (1860 - Land grant colleges), the Smith-Hughes and Smith-Lever Acts in the early part of this century (vocational and agricultural education). During the 1950's billions of dollars were funneled into the states through the Elementary and Secondary Education Acts (ESEA) as an antidote to the fears of the Russian success with Sputnik. Added to the above are Federal Impact Funds (for areas with large military installations and personnel), G.I. educational benefits from W.W. II, and the Korean and Viet Nam conflicts. Other examples would include Job Corps, E.O.P., Model Cities, Vista,

The Teacher Corps, and the like. The fact is that the Federal government is funnelling billions of dollars into state treasuries for education. To make the states accountable for these funds involves a degree of control and direction. The states want the money without control. How do you resolve it?

Often overlooked in the battle for control of education is the Supreme Court Decision on Segregation (1957 - Brown vs. Topoka - ("Separate facilities are not equal") which forced states and local schools to integrate all schools. This was a momentous decision and is an excellent example of national leadership in education when states failed to face up to the problem of integration.

The forerunner to the present Office of Education in Washington was organized in 1867. In 1953 it was incorporated as one of the three major divisions of the Department of Health, Education and Welfare, whose Secretary is a member of the president's cabinet. A Commissioner heads the Department of Education and is a political appointee.

The Office of Education collects and publishes statistics on education, provides national leadership in various educational fields, and engages in research.. It also handles certain educational funds appropriated by congress and allocates them to the states through the facilities of state departments of public instruction.

While the Office of Education has been largely a consulting and research organization in the past, it appears that it will take a more active leadership role in the future because of both political and economic pressures.

The State Board of Education

The state's legal responsibility for public education requires it to establish an organizational framework within which local units can function. The result is the establishment of state boards of education to exercise general control and supervision of schools within the state. It is the state's policy-making body.

The executive officer of the state board, whose title may be, "chief state school officer," "superintendent," etc. generally has responsibility for teacher and administrator certification (In California this function has been taken over by the Teacher Preparation and Licensing Commission), organization of the program of studies, curriculum revision, application of the state finance laws, approval of school sites and buildings, collection of statistical data, and direct supervision of elementary and secondary educational programs. He exercises little administrative authority over local educational officers (this varies from state to state). In some states he is elected by the voters, while in others he is appointed by the state board (In California he is elected on a non-partisan ballot).

In California* the legislature is empowered by the state's constitution to establish and maintain a public school system and is contained in Article IX. The policy-determining educational body at the state level is the State Board of Education, members of which are appointed to four-year terms by the governor. There are ten members of the state board, their terms arranged so as to stagger the expiration dates. The purpose of overlapping terms is to prevent any one governor from dominating the board through his appointment prerogative. Like members of local boards of education and county boards of education, the members of the State Board of Education serve without compensation. The State Board of Education passes rules and regulations for the government of the state's public school system. These rules and regulations, having the effect of law, are incorporated into a document entitled The California Administrative Code, Title 5, "Education." The net effect of the acts of the legislature and the rules and regulations of the State Board of Education is to establish minimum standards for the operation of schools and to delegate the administration of these regulations to local boards of education. This procedure was created in the belief that schools basically belong to the people and that local control is the best way to achieve an effective school program.

The California Board of Education has as its secretary the State Superintendent of Public Instruction. However, unlike local boards of education, the state board has no control over the designation of the person who occupies the position of the State Superintendent of Public Instruction, since it is an elective office. Every four years, at the time that the regular election is held for the selection of governor and other state officials, voters also indicate their preference for candidates for the office of State Superintendent of Public Instruction.

The work of the State Board of Education and the implementation of its rules and regulations is delegated to the State Superintendent of Public Instruction operating through a State Department of Education. For this purpose, the State Superintendent may appoint associates and deputy superintendents responsible to him for the operation of the major divisions within the State Department of Education. All other personnel in the State Department of Education are under the same civil service regulations as are personnel in other arms of state government. However, because personnel in the State Department of Education are dealing with professional problems, special civil service categories have been established. Most of the professional positions require the holding of the same advanced credentials required in comparable positions in school districts, plus minimum amounts of teaching, supervisory, and/or administrative experience.

*The organizational and administrative structure may differ considerably from state to state. However, the over-riding principle of state control remains the same but may differ in degree.

OV

The department is organized into several major divisions such as Administration, Instruction, school services, compensatory education, libraries, etc.

Primarily, California schools are financed from state funds apportioned to local districts and from local property taxes. The current apportionment runs approximately fifty percent from the state and fifty percent raised locally. With the increase in local taxes has come a general public resistance to raise taxes for school purposes and many local districts are financially in trouble. A strong feeling exists that local property taxes can no longer supply the needed funds for education and increased funds should be supplied by the state from other sources of revenue. This problem is further compounded by financial demands for funds by the University of California System, the State University and College System, and the Community College System. With the increasing costs of education, some new method must be provided to assure adequate financing of quality education.

The County Department of Education

The county unit of government for public education in California begins with the county board of education, a lay body of seven members elected by the registered voters of the county for four-year terms. Until 1954, such boards were made up of teachers, but the pattern was changed to bring the structure closer to the people. The chief administrative officer is the county superintendent of schools, who also is elected every four years. Like the district superintendent of schools, the county superintendent usually has assistant superintendents for instruction and business. In addition, he typically has a coordinator for psychological services and another for special services.

There are four counties in California which are an exception to the usual organizational structure. These are Sacramento, San Diego, San Francisco, and Los Angeles. In these counties where the boards consist of five members who are appointed by the head of the county unit of government (board of supervisors), the county superintendent of schools is appointed by the county board of education and generally enjoys civil service status.

The office of the county superintendent of schools is known in California's school administrative structure as "the intermediate unit" because it stands between the local district and the State Department of Education. In some ways, it functions as an appendage of the state; as a local district; and as a unique arm of government. While these functions vary widely in the fifty-eight counties of the state, there are services which each renders regardless of size.

Typically, county offices render services to all county school districts in the following areas:

1. Instructional supervision (includes curriculum, libraries, instructional media, health services, special education, special fields - music, art, physical education, agriculture, industrial arts.)
2. Psychological services (testing)
3. In-service Education (workshops, institutes, etc.)
4. Personnel Services (recruitment of certified personnel, credential applications and renewal)
5. Fiscal and Accounting Services (approval od destrict budgets and payroll warrants, purchase and districution of materials, certify enrollments and attendance, various business affairs)
6. Transportation (supplies and coordinates for districts under 850 ADA)
7. Television (coordinates county school district use)

The "intermediate unit" in the state's organizational structure is undergoing change. Some older functions are dropping out and new ones are being added. Consolidation of services between the county, the state, and the district are matters which will require continuous study and review as the schools and their purposes and programs change.

Teacher Licensing

Upon successful completion of a teacher preparation program, including requirements mandated by the state, the student is entitled to a license to teach (credential). The credential may be obtained in some states by direct application to the State Department of Education or by application to the state by the teacher preparation institution. Stipulated on the credential are the grade levels and the subjects which the credential holder is prepared to teach (general areas - elementary, specific subjects - secondary).

A credential may be issued for life, or on a provisional or partial basis. Some states require several years of successful teaching in a public school in addition to a specified number of post-graduate courses. In California, before the credential can become permanent, or "clear," the teacher must acquire a minimum of thirty post graduate units.

In 1970, in California, The Teacher Preparation and Licensing Law was enacted. The Bill was authored by Assemblyman Leo Ryan and is an attempt to obtain more qualified teachers. It establishes new requirements and introduces some dramatic concepts into the granting of credentials. The Commission for Teacher Preparation and Licensing, appointed by the Governor, has the authority for certification and accreditation formerly exercised by the State Board of Education. A student who cannot fulfill existing

minimum (partial) credential requirements by September 15, 1974, will fall under the new provisions. The following is a brief sketch of the major provisions of the new law. Specific points are subject to change by legislative amendments and Commission rulings.

Under the new law, credential names are changed. For example, there will no longer be issued a Standard Elementary credential. What exists under the new law is a "Multiple Subject credential" which qualifies the holder to teach all subjects in a self-contained classroom in grades twelve and lower. Again, under the new law, there will no longer be issued a Standard Secondary credential. What exists under the new law is the "Single Subject credential." Similar to the Standard Secondary credential, the Single Subject credential will authorize the holder to teach only in the specific subject area in grades twelve and lower. Each new credential has unique subject matter requirements, but both credentials have the same over-all professional preparation requirements.

For the Multiple Subject credential, institutions intending to prepare teachers under the new law are being required to develop a subject matter major which meets the requirements for this credential. This major must include 84 units distributed among four broad areas:

1. English (including grammar, literature, composition, and speech)
2. Mathematics and the physical or life sciences
3. Social Sciences
4. Humanities and the fine arts

For the Single Subject credential, the law specifies exactly eleven areas in which a teacher may be authorized to teach:

1. English
2. Physical and natural science
3. Mathematics
4. Social Science
5. Industrial arts
6. Physical education
7. Business
8. Music
9. Art
10. Home economics
11. Foreign languages

There are amendments proposed clarifying sections of the Act regarding other subject areas not presently included by name. Public institutions must provide credential candidates opportunity to complete student teaching prior to graduation. Thus, a student could prepare in a subject area and take a professional preparation program prior to graduation. For both the Multiple Subject and Single Subject credential, a fifth year of study,

comprised of professional education and subject matter courses, is required to obtain a "full" credential.

The professional preparation sequence of both credentials, under the new law, must include no more than nine units of education courses prerequisite to student teaching. The new law defines student teaching as one semester, full time or its equivalent. In addition to these requirements, a knowledge of the various methods of teaching reading must be demonstrated either through passing an examination or a Commission-approved course as a waiver from the examination.

The "diversified or liberal arts" degree for the Multiple Subject credential and the subject matter major for the Single Subject credential, along with the professional preparation sequence, are being designed differently in each institution that prepares teachers. However, all public institutions preparing teachers under the new law must provide that a student can obtain a baccalaureate degree and a "preliminary credential" in four years. A fifth year of study must be completed within a five-year period from the time of first employment, if a "full" credential is to be obtained.

A major provision of the law (Ryan Act) involves subject matter preparation. The law requires that "The adequacy of subject matter preparation ... shall be determined by the successful passage of a subject matter examination as certified by the Commission EXCEPT as specifically waived under an approved program." A student wishing to acquire a credential must do one of the following:

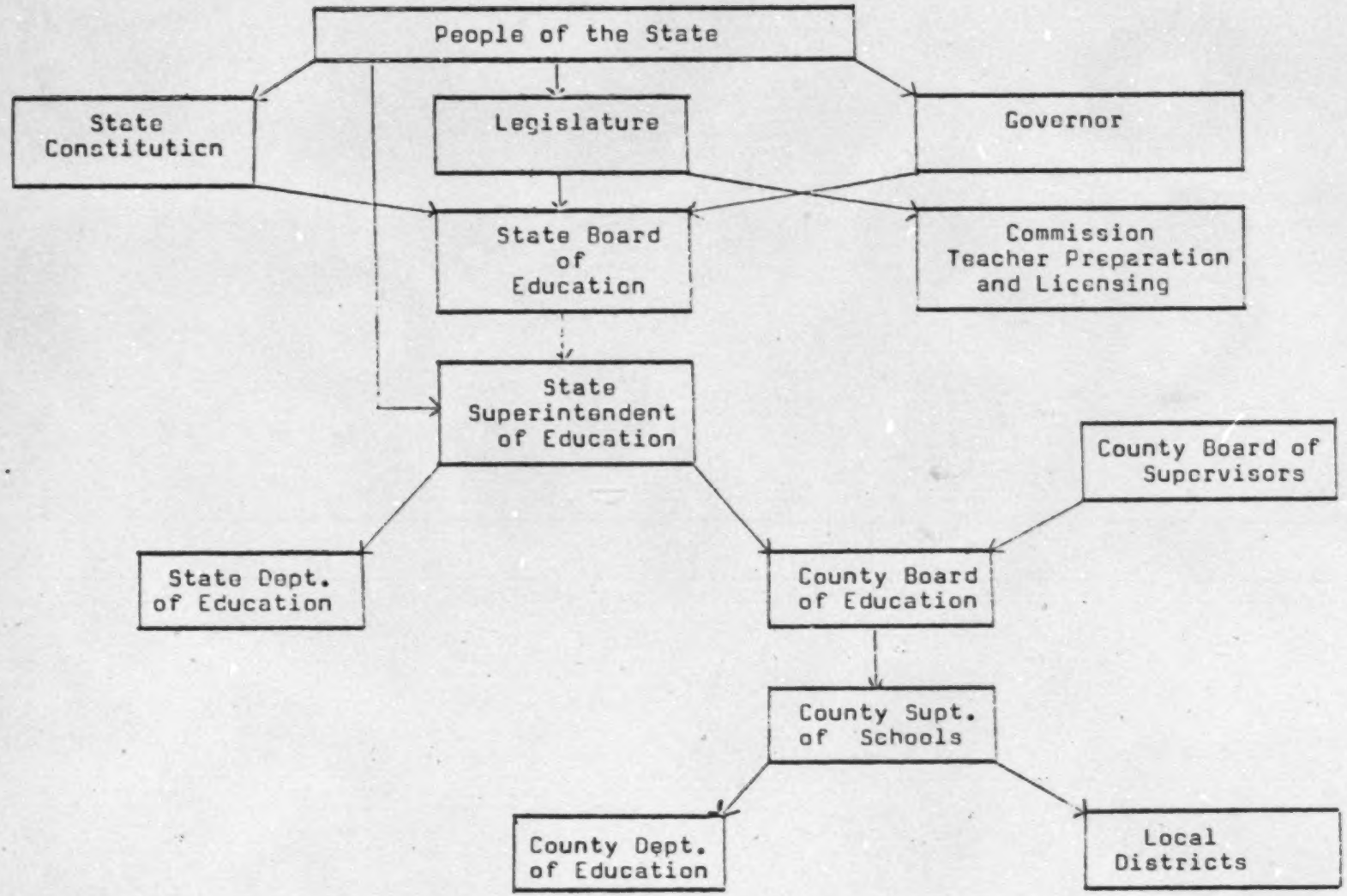
A. Take the Multiple Subject examination or one of the eleven Single Subject examinations, OR

B. Take an approved liberal studies degree or single subject major resulting in waiver of the examination.

Institutions are being required to develop subject matter and professional preparation programs that comply with the Commission's guidelines in order to receive "approved" status. As of this date, both Elementary and Secondary Education programs at S.D.S.U. have received approval.

A law, as complex as this one, will inevitably be confusing. The Commission continuously works to clarify the requirements. Again, it must be stressed that students should seek out and insist on receiving clear and accurate advice.

ADMINISTRATIVE ORGANIZATION - CALIFORNIA EDUCATION



TAP 002.03 (SOS)

Module Evaluation Form

1. Module Name_____

   Module No. _____

2. Objective(s): Was it clearly stated?_____ Is it a vital point of the general objective for the module?_____ for the component?

_____

General comment on Objective (s) _____

_____

_____

Pre-assessment: Was it clear?_____ Did it reflect for you, a reasonable opportunity to find out how much you still might have to know in order to attain the objective? _____ Comment _____

_____

Learning Activities: Were the directions clear? _____
Were there adequate and varied alternatives appropriate for attaining the objective? _____

Comment _____

_____

If you designed your own learning activity for the achievement of the objective, describe it briefly.

_____

_____

_____

Post-assessment: Was it clear? _____ Did it reflect, for you, a reasonable opportunity to demonstrate your competency in the objecitve?_____
Comment _____

_____

If you designed your own post-assessment, briefly describe it. _____

_____

_____

General comments on the module: _____

_____

POST- ASSESSMENT

Module Title: "Who's In Charge Here?"

Goal: To provide prospective teachers with information concerning the national, state, and county organization of education and the varied aspects of teacher licensing and to apply this knowledge to effective peeformance as a professional teacher.

Part A: List a minimum of two functions of the U.S. Office of Education and at least one major difference between a nationally "centralized" and a "decentralized" system of education, without error.

Part B: Listed below are a series of twelve topics and twelve statements which deal with the organization of education in California. Match each statement with the correct topic. Criteria: 10 of 12, without error.

1.	Education Code	a. State Supt. of Schools	_____
2.	State Constitution	b. Function of the State Dept. of Education	_____
3.	Policy-making	c. Elective office of the Supt.	_____
4.	Non-partisan	d. Members of the State Board of Education	_____
5.	Governor's appointment	e. Department within the Dept. of Education	_____
6.	School buildings and sites	f. Authority from which state system of education is derived	_____
7.	Program of studies	g. Laws, rules, and regulations pertaining to education in the state	_____
8.	School finance laws	h. Major functiond of the State Board of Education	_____
9.	State-adopted texts	i. Implemented by State Supt.	_____
10.	Compensatory education	j. A function of the State Bd.	_____
11.	Consultant Services	k. A responsibility of the State Superintendent	_____
12.	Elected by people	l. A duty of the State Supt.	_____

Part C: From the following list of governmental services, correctly identify a minimum of six with a check mark which are services of the County Dept. of Education.

___ Legal
___ Sanitation
___ Instructional
___ Sewers
___ Personnel
___ Income Tax
___ Family
___ Law Enforcement
___ Psychological
___ In-Service
___ Fiscal and Accounting
___ Public Safety
___ Transportation
___ Utilities
___ Television

Part D: From the series of eight statements which deal with the 1970 Credentialing Law in California which follow, identify a minimum of six statements as either true or false and correct a minimum of three false statements and make it true.

___ 1. Upon successful completion of the baccalaureate degree and a program of teacher preparation, the student may receive a "clear" credential in some states.

___ 2. Under the "multiple subject credential" the holder may teach in grades K through 12.

___ 3. Under the "single subject credential" the holder may not teach in grades lower than seven.

___ 4. Both the "multiple" and "single" subject credentials require 84 units of preparation in the major.

___ 5. All academic requirements for either the "multiple" or "single" subject major may be waived upon successful completion of an examination in these areas.

___ 6. Under the Ryan Credential Law, students may make direct application to the Commission for a credential and thereby pass some of the requirements of an "approved" program of a teacher preparation institution.

___ 7. As with the Fisher credential, the Ryan credential still makes a distinction between "academic" and "non-academic" subject areas.

___ 8. A student may not be required to take more than nine units of professional education courses as pre-requisites to student teaching according to the new credential law.

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 1040
FOR INSPECTION ONLY

PRE ASSESSMENT

List three basic functions a student teacher should be able to perform in a classroom. Criterion 100%. Objective A.

1. _____

2. _____

3. _____

List eight performance skills that a student teacher should develop during his internship. Criterion 7 out of 8. Objective B.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

From the following list, place a check next to the items that state a responsibility of the student teacher. Criterion will be 5 out of 6. Objective C.

_____1. Obtain and use accurate information.

_____2. Serve as a teaching assistant.

_____3. Be on duty in the school daily.

_____4. Regularly attempt to critique your own teaching skills.

_____5. Adapt lesson plans to serve the suggestions and plans of the Cooperating Teacher.

_____6. Demonstrate professional ethics in use of confidential information.

List three major concerns that most student teachers have in relation to their cooperating teacher. Criterion 100% Objective D.

1. _____

2. _____

3. _____

List four instructional rules which the student teacher should be able to apply in the classroom. Criterion 100%. Objective E.

1. _____

2. _____

3. _____

4. _____

List six factors that contribute to the relationship between the student teacher and the cooperating teacher. Criterion 5 out of 6. Objective F.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Schedule a conference with the instructor. Objective G.

AREA: Process of Teaching: Secondary

TOPIC: Student Teacher Responsibilities in the Classroom

MODULE TITLE: Student Teacher Responsibilities in the Classroom in Competency Based Teacher Education

GOAL: To provide the student teacher with knowledge of his responsibilities in the classroom in a competency based teacher education program.

CONTENTS OF THE MODULE PACKAGE:

1. Pre-assessment
2. Specific Objectives
3. Instructional Alternatives
4. Post-assessment

STUDENT SHOULD ARRANGE FOR:

1. Conference with the Instructor

Prepared by:

Donald F. Enos
1973

STUDENT TEACHER RESPONSIBILITIES

IN THE CLASSROOM

IN COMPETENCY BASED TEACHER EDUCATION

I. PREREQUISITES: NONE

II. ESTIMATED TIME: 5 Hours

III. GOAL OF THE MODULE: The following module is designed to provide the student teacher with knowledge of his responsibilities in the classroom in a competency based teacher education program.

IV. EXPERIENCES TO BE SCHEDULED IN ADVANCE: NONE

V. PRE-ASSESSMENT: Before beginning this module, complete the paper and pencil test to be obtained from the instructor.

VI. OBJECTIVES:

A. The learner will be able to list three basic functions he should be able to perform in a classroom. Criterion will be 100%.

B. The learner will be able to list eight performance skills he must develop to become a professional educator. Criterion will be 7 out of 8.

C. From a list of six items the learner will correctly select those that are part of his responsibilities as a student teacher. Criterion will be 5 out of 6.

D. The learner will be able to list three major concerns that most student teachers have in relation to their cooperating teacher. Criterion will be 100%.

E. The learner will be able to list four instructional rules which he should be able to apply in the classroom. Criterion will be 100%.

F. The learner will be able to list six factors that contribute to a good relationship between the student teacher and the cooperating teacher. Criterion will be 5 out of 6.

G. The learner will be able to discuss his role and responsibilities as a student teacher. Criterion will be judgement of the instructor.

VIII. INSTRUCTIONAL ALTERNATIVES:

The following alternatives are grouped to support and relate to the appropriate objectives.

OBJECTIVE A & E

View slide-tape presentation "Teacher Aides in the Classroom" Vimcet Associates Inc.

OBJECTIVE B

Read Guide to Better Teaching, Chapters 1 & 2, Western Washington State College.

OBJECTIVE C

Read Guide to Better Teaching, Chapter 3, Western Washington State College.

OBJECTIVE D

View slide tape presentation "Meeting Your Cooperating Teacher," Brooks, R.D., Newlove, B.W. & Fuller, F.F., Reasearch and Development, University of Texas, Austin, 1969.

Read Manual for use with Meeting Your Cooperating Teacher entitled, Creating Climates For Growth, Newlove, B.W., Fuller, F.F., Research and Development, University of Texas, Austin, 1969.

OBJECTIVE E

Refer back to Objective A.

OBJECTIVE F

READ - Bradley, R.C. Clarifying the Supervising Teachers Role, University of Texas, 1966.

OBJECTIVE G.

The learner will schedule a conference with the instructor to discuss his role and responsibilities in the classroom.

VIII. POST ASSESSMENT: Complete the paper and pencil test to be obtained from the files. Then schedule a conference with the instructor.

IX. REMEDIATION: Further study to be developed in conference with the instructor.

MODULE CHECKLIST
FOR
STUDENT TEACHER RESPONSIBILITIES IN THE CLASSROOM
IN COMPETENCY BASED TEACHER EDUCATION

NAME:_____ DATES | INSTRUCTOR'S OKAY

Checkout module: _____

Pre-assessment _____ _____

Instructional Alternatives:

A. View Slide Tape Presentation "Teacher Aides in the Classroom"

B. Read Guide to Better Teaching, Chapters 1 & 2 _____

C. Read Guide to Better Teaching, Chapter 3 _____

D. View "Meeting Your Cooperating Teacher" Film strip & Tape _____

E. Read Manual for use with Meeting Your Cooperating Teacher entitled, "Creating Climates For Growth" _____

F. Read Bradley, Clarifying the Supervising Teachers Role _____

Post assessment: _____ _____

Remediation: State below the plan worked out with the instructor if criterion on the post-assessment was not met. _____ _____

POST ASSESSMENT

List three basic functions a student teacher should be able to perform in a classroom. Criterion 100%. Objective A.

1._____

2._____

3._____

List eight performance skills that a student teacher should develop during his internship. Criterion 7 out of 8. Objective B.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

From the following list, place a check next to the items that state a responsibility of the student teacher. Criterion will be 5 out of 6. Objective C.

_____1. Call the school and advise them when you will be absent.

_____2. Sign in and out each day in the main office of the school.

_____3. Observe the dress code, if there is one, for faculty.

_____4. Comply with all school and district policies while student teaching.

_____5. Demonstrate professional ethics in use of confidential information.

_____6. Adapt lesson plans to serve the suggestions and plans of the Cooperating Teacher.

List three major concerns that most student teachers have in relation to their cooperating teacher. Criterion will be 100% Objective D.

1. _____

2. _____

3. _____

List four instructional rules which the student teacher should be able to apply in the classroom. Criterion 100%. Objective E.

1. _____

2. _____

3. _____

4. _____

List six factors that contribute to the relationship between the student teacher and the cooperating teacher. Criterion 5 out of 6. Objective F.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Schedule a conference with the instructor. Objective G.

Module Evaluation Form

1. Module Name _____

   Module No. _____

2. Objective(s): Was it clearly stated? _____ Is it a vital point of the general objective for the module? _____ for the component?

   _____

General comment on Objective (s) _____

_____

_____

Pre-assessment: Was it clear? _____ Did it reflect for you, a reasonable opportunity to find out how much you still might have to know in order to attain the objective? _____ Comment _____

_____

Learning Activities: Were the directions clear? _____
Were there adequate and varied alternatives appropriate for attaining the objective? _____

Comment _____

_____

If you designed your own learning activity for the achievement of the objective, describe it briefly.

_____

_____

_____

Post-assessment: Was it clear? _____ Did it reflect, for you, a reasonable opportunity to demonstrate your competency in the objecitve? _____
Comment _____

_____

If you designed your own post-assessment, briefly describe it. _____

_____

_____

General comments on the module: _____

_____

AREA: The Teaching Process

TOPIC: Lesson Planning

MODULE TITLE: The Best Laid Plans

GOAL: To enable prospective teachers to organize, develop and implement a plan of instruction.

CONTENTS OF MODULE PACKAGE:

1. Prerequisites
2. Prospectus
3. Objectives
4. Learning Alternatives
5. Enclosures
   a. Self-test on objectives
   b. Filmstrip Response Sheet #1
   c. Filmstrip Response Sheet #2
   d. Lesson plan Critique Sheet (3)
6. Module Checklist
7. Module Evaluation Form

PREPARED BY:

Hayden R. Smith
1974

THE BEST LAID PLANS

GOAL: To enable prospective teachers to organize, develop and implement a plan of instruction.

I. Prerequisites: None

II. Estimated Time: Six to Eight Hours

III. Prospectus:

This module has been prepared as a "quickie" on instructional planning and is not intended as an in depth approach. It may enable the beginning student teacher to "survive" the initial few weeks in the classroom. However, further study of planning, especially unit plans and techniques, are essential to effective teaching. If possible, the student should complete Modules TTP 001.01 and the Module Cluster TTP 002.01, 02, 03 and 04. In addition, Modules TTP 003.01, 02, and 03 can be invaluable aids to planning.

IV. Pre-assessment:

Take pre-assessment PTS 001.02. This is a five-part assessment and upon successful completion the student may opt out of further activitie for this module. Also, if the student successfully completes a part of the pre-assessment he may opt out of the activities for that objective with permission of the instructor. Objective E is a project and must be completed with peers or in a classroom situation.

V. Instructional Objectives:

Given the necessary learning resources and activities, upon successful completion of this module, the student will be able to:

A. List a number of reasons why lesson planning is essential to teaching success. Criterion: minimum of five acceptable reasons as judged by the instructor.

B. List and explain the five basic essentials of a lesson plan. Criterion: 5 of 5, without error.

C. Select from a list of ten objectives those stated in behavioral terms as opposed to those stated in non-behavioral terms. Criterion: 8 of 10 correct responses.

D. Prepare a five to seven minute "mini" lesson plan in his subject area and include the five basic essentials as contained in Objective B. Criterion: Instructor judgment.

E. Demonstrate in a simulated teaching situation with peers the ability to use the lesson plan developed in Objective D. Criterion: Peer judgment.

VI. Instructional Alternatives:

A. The following activities support Objective A:

Read:

1. "Lesson Plans are Necessary" Supplementary Booklet, PTS 001.02, Article B, 7 pp.

2. "Lesson Planning" Supplementary Booklet, PTS 001.02, Article A, 3 pp.

Design own activity.

B. The following activities support Objective B:

Read:

Same sources as in "A" above.

C. The following activities support Objective C:

Read:

1. "Taxonomy" Article C, 1 pp.

2. "Categories" Article D, 1 pp.

3. "Structure of an Objective" Article E, 8 pp.

4. "Preparing Objectives" Article F, 1 pp.

5. Mager, Robert F., Preparing Objectives for Programmed Instruction, Fearon Publications, 62 pp.

View, Listen and Complete (in I.S.C.):

1. Filmstrip and tape "Educational Objectives" KT A3, Response Sheet enclosed.

2. Filmstrip and tape "Establishing Performance Standards" KT B7, Response Sheet enclosed.

Complete:

1. "Self-test on Behavioral Objectives" (enclosed).

D. The following activities support Objective D:

Review:

1. Articles A through F, Supplementary Booklet, PTS 001.02

Design own activity, if desired.

E. The following activities support Objective E:

Arrange:

1. A simulated teaching situation with 4 to 5 peers for presentation of "mini" lesson.

Collect:

1. Lesson plan critique sheet filled out by each peer (see enclosure) and arrange for instructor conference.

VII. Module Checklist:

Check off items as you proceed through module (consult instructor when necessary).

VIII. Post-assessment:

Obtain post-assessment from I.S.C. or instructor, complete and arrange for instructor conference.

IX. Remediation:

In the event the student fails to meet all, or a part of, the post-assessment criteria, a plan of remediation is to be devised by the instructor and student.

X. Module Evaluation Form:

Upon successful completion of the module, fill out (together with Module Checklist) and check out module as completed.

MODULE CHECKLIST

NAME _____ DATE(S) _____ INSTRUCTOR'S OKAY _____

Pre-assessment:

To meet criteria pre-assessment must be evaluated by instructor. _____ _____

Learning Alternatives:

Objective A:

Read:

Article "B" Supplementary Booklet _____
Article "C" Supplementary Booklet _____
Own Activity (explain) _____

Objective B:

Read:

Same as for Objective A. _____
Own Activity (explain) _____

Objective C:

Read: (4 of 5)

1. Article "C" Supplementary Booklet _____
2. Article "D" Supplementary Booklet _____
3. Article "E" Supplementary Booklet _____
4. Article "F" Supplementary Booklet _____
5. Mager, Preparing Objectives _____

View, Listen:

1. Filmstrip and tape KT A3 _____
2. Filmstrip and tape KT B7 _____

Complete:

1. Check sheet for KT A3 _____
2. Check sheet for KT B7 _____
3. "Self-test on Objectives" _____

Own Activity (explain) _____

Objective D:

Review:

1. Articles A through F _____

Prepare:

1. Lesson Plan _____
Own Activity (explain) _____

Objective E:

Arrange:

1. Simulated teaching situation with peers. _____

Present:

1. "Mini" lesson to peers _____

Collect:

1. Lesson plan critique sheets from peers and discuss with instructor _____ _____

Post-assessment:

Complete mandatory conference with instructor _____ _____

Remediation:

State below plan worked out with instructor if criteria has not been met: _____ _____

Remediation completed _____ _____

SELF-TEST ON BEHAVIORAL OBJECTIVES
(Reprinted from Robert F. Mager,
Preparing Instructional Objectives)

Directions: The following self-test will permit you to check to see how expert you are in determining whether given objectives exhibit the characteristics discussed in Mager's book, Preparing Instructional Objectives. Answer all the questions and then look at the correct answers on the last page.

For the author to have reached his objectives (stated on page 1 of his book) you can make only seven errors at most out of the forty-four items.

1. Are the objectives below stated in at least performance (behavioral) terms? Does each at least name an act the learner would be performing when demonstrating that he has achieved the objective?

	YES	NO	
a	_____	_____	To understand the principles of salesmanship.
b	_____	_____	To be able to write three examples of the logical fallacy of the undistributed middle.
c	_____	_____	To be able to understand the meaning of OHM'S LAW.
d	_____	_____	To be able to name the bones of the body.
e	_____	_____	To be able to list the principles of Secondary School Administration.
f	_____	_____	To know the plays of Shakespeare.
g	_____	_____	To REALLY understand the law of magnetism.
h	_____	_____	To be able to identify instructional objectives that indicate what the learner will be doing when demonstrating achievement of the objective.

2. Given below are two characteristics of a statement of instructional objectives.

   A. Identifies the behavior to be demonstrated by the student.
   B. Indicates a standard or criterion of acceptable performance. Are each of these characteristics present in each of the objectives below? For each objective below, check whether each of these characteristics is present.

a	A	B	The student must be able to understand the theory of evolution. Evidence of understanding will be obtained from a written essay on evolution.
b	A	B	The student is to be able to complete a 100-item multiple-choice examination on the subject of marine biology. The lower limit of acceptable performance will be 85 items answered correctly within an examination period of 90 minutes.

c _____ _____ The student must be able to correctly name each item depicted by each of a series of 20 blueprints.

d _____ _____ To demonstrate his ability to read an assembly blueprint, the student must be able to make the item depicted by the blueprint given him at the time of examination. Student will be allowed the use of all tools in the shop.

e _____ _____ During the final examination, and without reference, the student must be able to write a description of the steps involved in making a blueprint.

f _____ _____ The student is to be able to draw his service revolver and fire five rounds (shots) from the hip within a period of three second At 25 yards all rounds must hit the standard silhouette target; at 50 yards he must hit with at least two of his five rounds.

g _____ _____ The student must know well the five cardinal rules of homicide investigation.

h _____ _____ The student must be able to fill out a standard accident report.

i _____ _____ The student must be able to write a coherent essay on the subject "How to Write Objectives for a Course in Law Appreciation."

j _____ _____ Student may use all references noted during the course, as well as class notes. Student must write his essay on paper provided by the examiner.

j _____ _____ Beside each of the following psychological principles, the student must be able to write the name of the authors of experiments on which the principle is based (list of principles appended).

k _____ _____ Given a list of objectives, the learner should be able to evaluate each.

l _____ _____ To list the important characteristics of branching and linear self-instructional programs.

m _____ _____ The student is to be able to name and give an example of each of six programming techniques useful for eliciting a correct response. To be considered correct, items listed by the student must appear on the handout entitled "Programming Techniques" issued by the instructor during the course.

n _____ _____ To develop logical approaches in the solution of personnel problems.

3. Here is a rather poorly stated objective:

The student must be able to understand the laws pertaining to contracts.

Indicate whether the following test situations would have to be considered appropriate for testing whether the objective has been achieved.

	Appropriate	Not Appropriate	
a	_____	_____	The learner is asked to write the name of each of the justices of the Supreme Court.

	Appropriate	Not Appropriate	
b	_____	_____	Given a contract with certain legal terms, the student is asked to write a definition of each of the circled terms.
c	_____	_____	Given a legal contract and a list of contract laws, the learner is asked to indicate which of the laws, if any, are violated by the wording of the contract.
d	_____	_____	The student is asked to answer fifty (50) multiple-choice questions on the subject of legal contracts.

4. Which of the test situations below elicit the kind of behavior by which you could tell if the student had reached the objective?

Objective: Given a properly functioning audiometer of any model, the student must be able to make the adjustments and control settings necessary prior to the conduct of a standard hearing test.

	Appropriate	Not Appropriate	
a	_____	_____	List the steps, in their proper order, for setting up an audiometer for use.
b	_____	_____	Proceed to the audiometer on Table No.5 and set it up so that it can be used to administer a standard hearing test.
c	_____	_____	Describe the steps followed in the conduct of a standard hearing test.
d	_____	_____	Discuss the audiometer's role in the hearing clinic.

Answers to Self-Test

1. a. No
   b. Yes
   c. No
   d. Yes
   e. Yes
   f. No
   g. No
   h. Yes

		A	B
2.	a.	Yes	No
	b.	Yes	Yes
	c.	Yes	Yes
	d.	Yes	No
	e.	Yes	No
	f.	Yes	Yes
	g.	No	No
	h.	Yes	No
	i.	Yes	No
	j.	Yes	No
	k.	No	No
	l.	Yes	No
	m.	Yes	Yes
	n.	No	No

3. a. Not appropriate
   b. Appropriate
   c. Appropriate
   d. Appropriate

4. a. Not appropriate
   b. Appropriate
   c. Not appropriate
   d. Not appropriate

How well did you do?

Seven errors or less . . . . . the end.
More than seven errors . . . . . go back to page 10 of Mager's book.

RESPONSE SHEET FOR FILMSTRIP EDUCATIONAL OBJECTIVES

Directions: Keep this Response Sheet in front of you as you view the film strip. The narrator will give you specific instructions for answering each of the questions. For example: The first question to be projected onto the screen can be answered "yes" or "no" by circling the appropriate choice next to item number 1 on the Response Sheet. Following each question, after you have had ample time to circle your choice or choices (questions 1-12) or write a brief answer (questions 13-15), the narrator will tell you the correct answer.

1.	yes	no		
2.	yes	no		
3.	yes	no		
4.	A	B		
5.	A	B	C	D
6.	A	B	C	D
7.	A	B		
8.	A	B		
9.	A	B		
10.	A	B		
11.	A	B		
12.	yes	no		
13.				
14.				
15.				

Enclosure C

PTS 001.02 (SDS)

RESPONSE SHEET FOR FILMSTRIP ESTABLISHING PERFORMANCE STANDARDS

Directions: Keep this Response Sheet in front of you as you view the filmstrip. The narrator will give you specific instructions for answering each of the questions. For example: The first questions to be projected onto the screen can be answered by circling the correct choice, A or B, next to item number 1 on the Response Sheet. Following each question, after you have had ample time to circle your choice or choices (questions 1-5, 7, 9, 11-15) or write a brief answer (questions 6, 8, 10, 16-18), the narrator will tell you the correct answer.

1.	A	B		
2.	yes	no		
3.	yes	no		
4.	yes	no		
5.	yes	no		
6.				
7.	yes	no		
8.				
9.	yes	no		
10.				
11.	yes	no		
12.	A	B	C	
13.	A	B	C	
14.	A;scn	B;scn	C;scn	D;scn
15.	A;cs	B;cs	C;cs	
16.				
17.				
18.				

Enclosure D

PTS.001.02

LESSON PLAN
CRITIQUE SHEET

Name of Peer Teacher _____

DATE(S):

	WEAK	STRONG
Is content appropriate to stated duration of lesson?	( )	( )
BEHAVIORAL OBJECTIVES:		
Stated in behavioral terms?	( )	( )
Appropriate behavioral expectation?	( )	( )
Evident in lesson presentation?	( )	( )
EVALUATION:		
Procedures appropriate to objectives?	( )	( )
Adequate criteria?	( )	( )
ACTIVITIES: (May include text reference, questions, examples, as well as general outline of activity.)		
Related to behavioral objectives and materials which can be directly used in lesson presentation?	( )	( )
Appropriate for class level?	( )	( )
Provided concreteness?	( )	( )
COMMENTS OR EVALUATION OF LESSON:		
General effectiveness of lesson plan?	( )	( )
General effectiveness of presentation?	( )	( )

COMMENTS OR SUGGESTIONS:

Enclosure D

PTS.001.02

LESSON PLAN
CRITIQUE SHEET

Name of Peer Teacher _____

DATE(S):	WEAK	STRONG
Is content appropriate to stated duration of lesson?	( )	( )
BEHAVIORAL OBJECTIVES:		
Stated in behavioral terms?	( )	( )
Appropriate behavioral expectation?	( )	( )
Evident in lesson presentation?	( )	( )
EVALUATION:		
Procedures appropriate to objectives?	( )	( )
Adequate criteria?	( )	( )
ACTIVITIES: (May include text reference, questions, examples, as well as general outline of activity.)		
Related to behavioral objectives and materials which can be directly used in lesson presentation?	( )	( )
Appropriate for class level?	( )	( )
Provided concreteness?	( )	( )
COMMENTS OR EVALUATION OF LESSON:		
General effectiveness of lesson plan?	( )	( )
General effectiveness of presentation?	( )	( )

COMMENTS OR SUGGESTIONS:

Enclosure D PTS.001.02

LESSON PLAN
CRITIQUE SHEET

Name of Peer Teacher _____

DATE(S):	WEAK	STRONG
Is content appropriate to stated duration of lesson?	( )	( )
BEHAVIORAL OBJECTIVES:		
Stated in behavioral terms?	( )	( )
Appropriate behavioral expectation?	( )	( )
Evident in lesson presentation?	( )	( )
EVALUATION:		
Procedures appropriate to objectives?	( )	( )
Adequate criteria?	( )	( )
ACTIVITIES: (May include text reference, questions, examples, as well as general outline of activity.)		
Related to behavioral objectives and materials which can be directly used in lesson presentation?	( )	( )
Appropriate for class level?	( )	( )
Provided concreteness?	( )	( )
COMMENTS OR EVALUATION OF LESSON:		
General effectiveness of lesson plan?	( )	( )
General effectiveness of presentation?	( )	( )

COMMENTS OR SUGGESTIONS:

Enclosure D PTS.001.02

LESSON PLAN
CRITIQUE SHEET

Name of Peer Teacher _____

DATE(S):	WEAK	STRONG
Is content appropriate to stated duration of lesson?	( )	( )
BEHAVIORAL OBJECTIVES:		
Stated in behavioral terms?	( )	( )
Appropriate behavioral expectation?	( )	( )
Evident in lesson presentation?	( )	( )
EVALUATION:		
Procedures appropriate to objectives?	( )	( )
Adequate criteria?	( )	( )
ACTIVITIES: (May include text reference, questions, examples, as well as general outline of activity.)		
Related to behavioral objectives and materials which can be directly used in lesson presentation?	( )	( )
Appropriate for class level?	( )	( )
Provided concreteness?	( )	( )
COMMENTS OR EVALUATION OF LESSON:		
General effectiveness of lesson plan?	( )	( )
General effectiveness of presentation?	( )	( )

COMMENTS OR SUGGESTIONS:

Enclosure D

PTS.001.02

LESSON PLAN
CRITIQUE SHEET

Name of Peer Teacher _____

DATE(S):

	WEAK	STRONG
Is content appropriate to stated duration of lesson?	( )	( )
BEHAVIORAL OBJECTIVES:		
Stated in behavioral terms?	( )	( )
Appropriate behavioral expectation?	( )	( )
Evident in lesson presentation?	( )	( )
EVALUATION:		
Procedures appropriate to objectives?	( )	( )
Adequate criteria?	( )	( )
ACTIVITIES: (May include text reference, questions, examples, as well as general outline of activity.)		
Related to behavioral objectives and materials which can be directly used in lesson presentation?	( )	( )
Appropriate for class level?	( )	( )
Provided concreteness?	( )	( )
COMMENTS OR EVALUATION OF LESSON:		
General effectiveness of lesson plan?	( )	( )
General effectiveness of presentation?	( )	( )

COMMENTS OR SUGGESTIONS:

E. Demonstrate in a simulated teaching situation with peers the ability to use the lesson plan developed in Objective D. Criterion: Peer judgment.

VI. Instructional Alternatives:

A. The following activities support Objective A:

Read:

1. "Lesson Plans are Necessary" Supplementary Booklet, PTS 001.02, Article B, 7 pp.

2. "Lesson Planning" Supplementary Booklet, PTS 001.02, Article A, 3 pp.

Design own activity.

B. The following activities support Objective B:

Read:

Same sources as in "A" above.

C. The following activities support Objective C:

Read:

1. "Taxonomy" Article C, 1 pp.

2. "Categories" Article D, 1 pp.

3. "Structure of an Objective" Article E, 8 pp.

4. "Preparing Objectives" Article F, 1 pp.

5. Mager, Robert F., Preparing Objectives for Programmed Instruction, Fearon Publications, 62 pp.

View, Listen and Complete (in I.S.C.):

1. Filmstrip and tape "Educational Objectives" KT A3, Response Sheet enclosed.

2. Filmstrip and tape "Establishing Performance Standards" KT B7, Response Sheet enclosed.

Complete:

1. "Self-test on Behavioral Objectives" (enclosed).

D. The following activities support Objective D:

Review:

1. Articles A through F, Supplementary Booklet, PTS 001.02

Design own activity, if desired.

E. The following activities support Objective E:

Arrange:

1. A simulated teaching situation with 4 to 5 peers for presentation of "mini" lesson.

Collect:

1. Lesson plan critique sheet filled out by each peer (see enclosure) and arrange for instructor conference.

VII. Module Checklist:

Check off items as you proceed through module (consult instructor when necessary).

VIII. Post-assessment:

Obtain post-assessment from I.S.C. or instructor, complete and arrange for instructor conference.

IX. Remediation:

In the event the student fails to meet all, or a part of, the post-assessment criteria, a plan of remediation is to be devised by the instructor and student.

X. Module Evaluation Form:

Upon successful completion of the module, fill out (together with Module Checklist) and check out module as completed.

MODULE EVALUATION FORM

MODULE _____ DATE _____

The following questions/declarations are intended to assist you in evaluating the module you have completed. Where indicated, rank each statement from "1" - Strongly disagree to "5" - Strongly agree. Your evaluation is solicited for improvement of the program.

****

	CIRCLE ONE				
	Strongly Agree				Strongly Disagree
A. The objectives informed me of exactly what was expected.	5	4	3	2	1
B. The instruction involved more than just retention and recall.	5	4	3	2	1
C. The objectives were relevant and appropriate.	5	4	3	2	1
D. The instructional activities were consistent with the module objectives.	5	4	3	2	1
E. The assessments were consistent with the module objectives.	5	4	3	2	1
F. Materials and resources were readily available.	5	4	3	2	1
G. I had the necessary background (pre-requisites) for working through this module.	5	4	3	2	1
H. The time and effort to complete the module was reasonable.	5	4	3	2	1
I. I believe I am better able to facilitate student learning(s) as a result of this module.	5	4	3	2	1
J. The Individualized Study Center (ISC) personnel were helpful and courteous.	5	4	3	2	1

****

Please make comments below that will be helpful in the revision of this module. For example, complete the statement: What I liked best was ... OR What I liked least was ...